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ABSTRACT

This document is a compilation of 278 abstracts of documents related to teacher training in adult basic education and a 134-item unannotated bibliography of related documents. The literature review is to be used as a reference tool by adult educators at all levels, including classroom teachers, counselors, teacher trainers, and university faculty, program administrators, and researchers. This is the first in a series of four reports of a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. The major objectives of the total study are to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a 5-year plan as a management tool to guide the Office of Education in its future planning, thinking, and funding of adult basic education teacher training projects. (Author/JS)

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Adult Basic Education National Teacher Training Study

conducted by
University of Missouri-Kansas City
Kansas City, Missouri 64110

Review of Literature

AC 012 776

ADULT BASIC EDUCATION
NATIONAL TEACHER TRAINING
STUDY

PART I: REVIEW OF LITERATURE

University of Missouri - Kansas City

OEG-0-71-4556(323)

June 1972

The project reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

ACKNOWLEDGEMENT

This Review of Literature was conducted with the aid and cooperation of numerous people and organizations.

Special recognition must be given to Lorraine M. Zinn, a member of the project staff, who directed and coordinated the search, abstracting and editing. Her professional competence and personal commitment are major factors in the study, which is viewed as a significant contribution to the field of adult education.

George E. Spear

George E. Spear
Project Director

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PROJECT DESCRIPTION

In October, 1971, the U. S. Office of Education contracted with the University of Missouri - Kansas City to conduct a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. Its major objectives were to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a five-year plan as a management tool to guide the Office of Education in its future thinking, planning, and funding of adult basic education teacher training projects.

The study derived data from existing literature and previous studies, site visits, three nationwide surveys, and consultation with persons in the field. A National Advisory Council, comprised of adult educators representing diverse interests and backgrounds, provided initial direction and continuing support throughout the study.

Project activities included the following:

1. compilation of a comprehensive review of literature in the field of adult basic education teacher training
2. a mail survey of State Directors of Adult Education in the 50 states and U. S. trust territories
3. a mail survey of 160 teacher training programs throughout the country, as well as 25 Federal programs with ABE monies
4. a random sample survey of twenty-three adult basic education programs, conducted on-site, to determine training needs as perceived by local ABE administrators, teachers and students
5. site visits, meetings and personal interviews with adult educators concerned with teacher training.

Study results are reported in the following four documents, to be released on separate dates between June and September, 1972:

1. Review of Literature
2. State of the Art Report
3. Survey of Teacher Training Needs
4. Final Report and Recommendations

PROJECT STAFF

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Dr. George E. Spear, Associate Dean of the Division for Continuing Education, is also Assistant Professor of Sociology. Dr. Spear received his Ph.D. in Adult Education from The University of Michigan, and has been involved in Adult Basic Education teacher training for several years.

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INVESTIGATOR

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We are grateful to the following individuals for their valuable contributions to this Study. They helped to provide direction and feedback during the past months, as well as final review and recommendations regarding written reports of Study results.

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INTRODUCTION

The Literature Review is a compilation of 278 abstracts of documents related to teacher training in Adult Basic Education, followed by an unannotated bibliography of an additional 134 documents which are also of significance to the field. Although it is quite comprehensive, it also appears to be the first review of its kind in the field; and, therefore, should not be considered a complete document. It is presented, rather, as an introductory work, a reference tool to be used by adult educators at all levels, including classroom teachers, counselors, teacher trainers, University faculty, program administrators, and researchers.

An extensive search produced original documents from a variety of sources, among which were: U. S. Office of Education, USOE Summer Institute and Special Project Directors, Regional Program Officers, State Directors of Adult Education, University faculty, directors of teacher training centers, leaders of national adult education organizations, and the project Advisory Council and staff.

Abstracts were provided by the Research Information Center-Missouri Department of Education (Jefferson City); the ERIC Clearinghouse on Adult Education (Syracuse, New York); the National Multimedia Center for Adult Basic Education[1] (Montclair State College, Upper Montclair, New Jersey), and a study undertaken by the Adult Education Association of the U.S.A.[2], used by authors' permission in all cases. Abstracts not available from any of the above sources were written by project staff.

Entries are arranged by annual dates, and alphabetically where there is more than one entry per year, then numbered chronologically. Since many of the listings do not identify a personal author, the title of the document, rather than the author's name, is used for alphabetizing. Following the 1972 entries is a section of abstracts for which no date was provided. Listings in the unannotated bibliography are organized in the same manner.

The Reference Key (pages vi - ix) lists the abstracts in a cross-reference system, categorized according to focus or content, type of activity, and personnel trained.

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[1] These are identified by an NMC#.

[2] ABE STAFF TRAINING: A NEW CONCEPTUAL MODEL FOR ADULT BASIC EDUCATION STAFF TRAINING WITH APPLICATION TO CORRECTIONS, NEW CAREERS AND MIGRANT EDUCATION. Jules Pagano and Hy Hoffman. The Adult Education Association of the U.S.A. Washington, D. C. October 1971.

Reference Key

In addition to the Chronological and Alphabetical arrangement of abstracts described in the Introduction, the following cross-reference system is provided.

Each abstract is indexed according to three categories:

Part I: FOCUS or content (subject area)
Part II: TYPE of training or research activity
Part III: PERSONNEL trained or type of person potentially interested in reading a particular abstract.

Under the various categories indicated in each part of the Reference Key, the chronological numbers of all abstracts are listed appropriately. A person interested in literature regarding Literacy or Reading, for example, will find all of the pertinent abstracts listed in that category in Part I. If his interest is in "USOE Summer Institute" activities, he can locate those abstracts in Part II (Type). A classroom teacher may find literature of interest to him in the section of abstracts for "Experienced ABE Teachers", in Part III of the Reference Key. Some documents are listed under more than one category, since they are concerned with multiple interests or types of activities.

Part I: FOCUS/CONTENT

ABE IN CORRECTIONS

17,124,169,226,265

ADMINISTRATION; SUPERVISION

19,25,26,33,37,44,50,78,82,84,93,112,114,154,168,173,174,176,177,194,197,211

ADULT LEARNING

1,14,35,36,49,53,62,68,70,97,98,118,120,123,133,147,166,223,260

CAREER EDUCATION; FIELD OF ADULT AND ADULT BASIC EDUCATION

2,4,5,8,11,20,32,43,45,49,56,58,61,69,86,99,100,106,113,135,136,138,150,151,154,155,158,165,175,185,187,189,192,195,196,200,214,218,222,227,229,230,240,242,243,253,255,256,257,259,267,269,270,273,275,276,277

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14,44,47,57,70,98,104,141,173,188,191,201,211,220,221,226,228,231,242

CURRICULUM AND/OR MATERIALS DEVELOPMENT; INSTRUCTIONAL TECHNOLOGY

17,25,27,35,41,46,52,53,66,68,73,91,98,101,104,108,109,110,111,112,118,120,122,123,126,127,129,130,134,142,146,148,156,157,161,163,166,168,171,177,178,180,193,198,202,203,204,205,209,238,264,265,268

Part I: FOCUS/CONTENT, cont'd.

ENGLISH AS A SECOND LANGUAGE; BILINGUAL EDUCATION; SPANISH-SPEAKING; MIGRANT EDUCATION

3,6,12,25,29,55,58,67,91,92,102, 107,109,117,118,122,149,153,160, 161,168,170,179,186,187,202,203, 204,208,212,213,224,232,245,253, 269

ETHNIC/CULTURAL AWARENESS

50,95,96,102,117,118,149,161,166, 202,203,204,232

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10,22,23,25,42,44,45,51,54,77,85, 94,103,107,109,125,137,139,140,144, 149,170,171,176,181,192,198,200,231, 236,268,272

GUIDANCE AND COUNSELING

57,89,91,97,115,152,168,183,229, 238,252

INDIVIDUALIZING INSTRUCTION; SELF-DIRECTED LEARNING

59,108,131,201,225,230,266

JOB ORIENTATION; VOCATIONAL EDUCATION

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74,79,174,184,220

LITERACY; READING

20,40,48,75,97,117,127,132,146, 161,164,167,206,216,217,233,235, 250,252,257,262,271,278

NEW TEACHER ORIENTATION TO ABE

5,9,21,29,92,110,136,230,239

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35,39,43,45,46,54,55,63,64,65,69, 84,105,113,120,122,123,125,148, 153,164,194,215,234,247,248

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12,13,14,15,16,18,24,27,30,31,34, 42,46,47,51,61,63,64,65,77,78,90, 98,110,114,116,123,126,144,150,151, 158,163,164,172,173,175,180,182,186, 188,190,193,199,201,207,210,218,222, 234,244,246,247,248,252,254,258,261, 263,276

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TEAM TEACHING; WORKING WITH PARAPROFESSIONALS

28,37,76,99,109,119,124,128,162, 177,195,206,215,249

URBAN EDUCATION

38,57,127,225

Reference Key

Part II: TYPE

USOE SUMMER INSTITUTE (309c)

13,14,15,16,19,25,27,30,31,33,
35,41,44,46,47,51,53,62,68,70,
78,80,84,91,92,95,97,104,112,
120,128,129,130,131,136,144,
152,156,161,162,163,167,170,
179,180,181,188,193,194,198,201,
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USOE SPECIAL DEMONSTRATION PROJECTS

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147,150,151,152,153,166,167,168,
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REGIONAL WORKSHOP, SEMINAR, INSTITUTE

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119,126,136,162,163,190,199,210,
215,226,238,246,252

STATE WORKSHOP, SEMINAR, INSTITUTE

57,73,114,122,131,148,172,174,
176,177,197,209,211,219,268

LOCAL WORKSHOP, SEMINAR, INSTITUTE

28,66,124,223,249

UNIVERSITY DEGREE PROGRAM

2,5,11,21,32,36,60,75,100,102,
138,182,187,230,247,248,253,255,
256,269,276

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MANUAL; SYLLABUS; GUIDE; TEXT

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174,185,186,189,191,208,214,221,235,
239,260,271

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Reference Key

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NEW ABE TEACHER

5,9,12,17,21,29,35,36,38,42,53,60,73,92,95,96,97,110,111,112,118,127,129,130,134,136,138,142,144,146,147,148,164,166,170,172,178,179,180,181,182,187,190,200,202,203,204,208,224,232,239,245,250,251,268

EXPERIENCED ABE TEACHER

7,12,17,18,24,25,28,34,35,36,41,42,46,53,62,66,73,75,80,89,91,92,95,96,97,102,103,105,108,109,110,111,112,120,126,127,129,130,133,134,136,142,144,146,147,148,156,161,162,163,164,166,168,170,171,172,177,178,179,180,181,182,183,189,190,200,202,203,204,208,209,217,218,219,223,224,225,232,233,245,248,250,251,262,266,271

COLLEGE OR UNIVERSITY FACULTY

1,2,7,18,32,75,86,104,106,113,136,150,151,176,182,190,196,199,207,210,219,234,246,247,248,253,258,277

PARAPROFESSIONAL

28,40,48,99,109,118,119,124,126,128,138,162,166,168,177,179,189,195,249,275

VOLUNTEER

48,132,206,230,235

STATE DEPARTMENT PERSONNEL

7,86,140,162,176,177,182,183,190,194,199,207,210,219,226,246,247,248

TEACHER TRAINER

13,14,15,16,24,27,31,41,61,62,70,80,90,103,109,110,111,112,116,117,118,119,126,128,131,136,144,150,151,158,164,167,180,198,201,207,215,219,226,234,238,244,246,247,248,252,258,269,271,275

GUIDANCE COUNSELOR

103,115,152,168,183,189,200,219,238

ADULT EDUCATOR (GENERAL INTEREST)

3,4,6,8,10,11,20,22,23,30,39,43,45,49,51,52,54,55,56,58,59,63,64,65,67,68,69,71,72,74,76,77,79,81,83,85,86,87,88,94,98,99,100,101,106,107,113,115,117,121,122,123,125,127,133,134,135,137,139,140,141,142,143,145,149,153,154,155,157,158,159,160,165,175,184,185,186,189,191,192,193,194,196,200,205,207,212,213,214,216,220,221,222,224,226,227,228,229,231,236,237,240,241,242,243,254,255,256,257,259,260,261,263,264,265,267,270,273,274,278

1963

1. TEACHING STYLES AND LEARNING. Solomon, Daniel, Willam E. Bezdek, and Larry Rosenberg. Center for the Study of Liberal Education for Adults, Chicago, Syracuse University Press, New York. 1963.

    Using 24 college and university teachers, this study investigated the effect of teaching styles on adult student learning and analyzed the results of a factor breakdown, interactions between teacner behavior and class and student characteristics, and profiles of teacher effectiveness. Gains in factual information were positively related to teacher clarity and expressiveness and to lecturing; gains on a comprehension test were associated with a moderate position on the permissiveness-control continuum and with energy, agressiveness, and flamboyance. Students gave most favorable evaluations to teachers scoring high on warmth and clarity. Students with jobs did best with relatively aggressive teachers stressing factual participation; women did best under teachers scoring high on lecturing. Students below age 19 learned factual information best from teachers stressing student growth; those over 19, from teachers stressing factual participation. Students in large classes learned facts best from permissive, warm, flamboyant teachers stressing student growth; students in small classes did best with teachers who lectured, were relatively "dry", and emphasized factual learning participation. Implications and limitations of the study were also noted.

1964

2. ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY. Jensen, Gale E., A. D. Liveright, and W. Hallenbeek, Editors. Adult Education Association, Washington, D. C., 1964.

    This book is concerned with the development of a more complete description of the field and body of knowledge of adult and continuing education required for graduate training programs for adult educators. The sixteen chapters, written by university professors of adult education, are in four sections: 1) a delineation and description of the milieu in which a graduate program for the training of adult educators is emerging, 2) adult education and other disciplines, 3) theories about determining objectives for adult education activities, programs and management of the learning situation, and 4) implications for programs of graduate study in adult education. The Commission of Professors of Adult Education is explained in an appendix.

1965

3. ADULT BASIC EDUCATION. Robert F. Barnes and others. National Council of Teachers of English, Champaign, Illinois, 1965.

   In 1965, the Task Force on Teaching English to the Disadvantaged tried to identify the problems in the field of adult basic education by visiting 35 programs in 15 states and collecting some 1,300 pieces of instructional material. Among the problems observed were the lack of written operational objectives designed around the students' goals and needs, broad heterogeneous class structure, teachers recruited from elementary, secondary, and retired teachers and married women, and an air of complacency toward the program. Particularly there is a need to field test available materials and to provide adequate education for teachers. Teachers should know the economic, family, social, and psychological barriers for the disadvantaged and their reasons for attending classes. A training Institute of a minimum duration of eight weeks could cover both the theoretical and practical aspects needed. It is necessary to recruit students on a person-to-person basis; there should be homogeneous grouping in classes, individual instruction, specially prepared materials, training for teaching English as a Second Language, and adequate guidance.

4. EDUCATING THE ADULT EDUCATOR. PART I, CONCEPTS FOR THE CURRICULUM. Kreitlow, Burton W. University of Wisconsin-Madison. March 1965.

   This report, Part I of a two-part research and development study on the education of adult educators, deals with the relationship of certain disciplines and fields of study to adult education. Material was obtained by reviewing and integrating recent adult education research with that cited in previous reviews, reviewing recent research in related disciplines and applied fields, interviewing 34 selected leaders in these fields and disciplines, considering statements by professors of adult education, and synthesizing recommendations from a work conference of leading adult educators. Findings pertained mainly to basic contributions of psychology and sociology in such areas as innovation, diffusion, adoption, aging, social class, leisure, adult learning, adult characteristics, motivation, educational methods, and educational leadership. Contributions from anthropology, economics, political science, communications, public school and higher education, school administration, social work, vocational and military training, and library science were limited but potentially important. The document includes 100 references.

1965

5. FIRST COURSE OF STUDY FOR TEACHERS OF ADULT BASIC EDUCATION CLASSES. Prepared under provisions of the Colorado State Plan for Adult Basic Education. McKean, Robert D. and others. The University of Colorado Extension Division, Boulder, 1965.

    This first course of study for Colorado Adult Basic Education teachers presents an outline of recommended content and offers suggestions and possibilities to those who will teach the course. Objectives, content, and pertinent references are indicated for specific subject matter areas and certain other portions of the course. The course is planned to fit into a sequence of not less than 26 nor more than 39 clock hours of instruction. Suggested time allocations are: orientation of prospective teachers (1 hour); understanding the student in Adult Basic Education (4-8 hours); adult teaching (2-4 hours); reading instruction (7-8 hours); teaching basic mathematics (2-4 hours); teaching language arts (2-4 hours); teaching social studies (2 hours); teaching general science (2 hours); adult guidance and counseling (2-4 hours); program evaluation and windup (2 hours). Case studies and an extensive bibliography are also included.

6. LANGUAGE PROGRAMS FOR THE DISADVANTAGED. THE REPORT OF THE NCTE TASK FORCE ON TEACHING ENGLISH TO THE DISADVANTAGED. National Council of Teachers of English. Champaign, Illinois, 1965.

    This report of a survey, undertaken by a task force of the National Council of Teachers of English, provides information on 190 independent and uncoordinated programs in language and reading for the disadvantaged (both rural and urban) throughout the United States. Part I describes the scope of the survey and the organization, operations, and major findings of the Task Force. Part II reviews the programs for teaching English to the disadvantaged from preschool through Adult Basic Education, and discusses the teacher education for the administration of such programs. Part III includes comments on some of the findings by four consultants--Carl E. Bereiter (preschool instruction), Sol Tax (group identity), Janet Sawyer (dialects and linguistics), and Walter Loban (language learning programs). Part IV consists of two background papers--"Social Dialects and the Disadvantaged", by Lee A. Pederson, and "Language, Intelligence, and the Educability of the Disadvantaged", by Samual A. Kirk. Part V gives the general recommendations of the Task Force, and Part VI includes a selection of references on educating the disadvantaged, an annotated list of bulletins and materials, and an index to programs, projects, and participating schools.

7. TRAINERS OF TEACHERS OF UNDEREDUCATED ADULTS. Zintz, Miles. College of Education, University of New Mexico, Albuquerque. 1965.

   A report of a workshop for college teachers, personnel in State Departments of Education, and workers in adult basic education programs supported by the Division of Education, the Ford Foundation.

8. WORKSHOP ON ACCELERATING THE PREPARATION OF ADULT EDUCATORS. FINAL REPORT. George Washington University. Washington, D. C., September 7 - 9, 1965.

   A workshop was held at George Washington University to consider the shortage of adult educators to meet the needs created by the federally assisted programs in adult education, and possible ways to prepare a wide variety of adult educators in large numbers, in a short period of time, without lowering professional standards. Discussion centered on three pre-workshop papers on the training of local leaders as teachers of functional illiterates, the development by universities of short term study programs for these teachers, and the need to reach and encourage those who do not participate in community affairs. Suggestions reflecting majority opinion emerged. Universities and institutes should be more fully used, perhaps with new university offices to coordinate the new federal programs with departmental and faculty resources, and with institutes planned two years ahead. Estimates of local needs should be made realistically. An information clearinghouse should be set up by the Office of Education or other group. Professors should determine if they can contribute to the program and, if so, should be given financial assistance. Long and short range goals should be clearly differentiated.

1966

9. ADULT BASIC EDUCATION SEMINAR GUIDE: A STUDY PROGRAM FOR TEACHER TRAINING. Neff, Monroe C. Educational Opportunities Project, Follett Publishing Company (Chicago) 1966.

   In this manual for preparing teachers for adult basic education, emphasis is on understanding the circumstances and limitations of students; developing curriculum content and teaching techniques for language skills and concepts, social studies, mathematics, science and health, and consumer education; serving as a teacher-counselor; and testing and evaluation of students. Major learning theories and events relating to adult basic education are presented, together with extensive bibliographies.

10. ADULT EDUCATION ASSOCIATION OF THE U.S.A.-ADULT BASIC EDUCATION STUDY 1965-66. Firoza, Ahmed, Editor. Washington, D. C., 1966.

    The Adult Basic Education (ABE) programs currently conducted by non-governmental organizations in the United States, are reviewed in this document. Attention is focused on the significance of voluntary efforts in Adult Basic Education programs; and strengths and weaknesses, gaps between needs and resources, and limiting factors are identified. Programs in all but ten states are examined from all or some of the following viewpoints; year established, form of management, geographical areas served, affiliation, program staff, desirable preparation for teaching ABE, volunteers as teachers, location of buildings, facilities and equipment, limiting factors in ABE, government funds, staff participation, and student characteristics. This is the first attempt to make a systematic assessment of ABE in the United States.

11. CAREERS IN THE EDUCATION OF ADULTS: CHALLENGING AND REWARDING OPPORTUNITIES FOR MEN AND WOMEN IN ALL WALKS OF LIFE. School of Education. Florida State University, Tallahassee.

    The responsibilities of the professional adult educator, in a world of rapid change which calls for continuation of adults' education, is seen in this report as one or a combination of the following categories: administration, teaching, research and counseling. Also listed are the range of professional positions, which encompass more than those available through institutions of formal education. Major career opportunities which might be expanded include: universities, schools and colleges; libraries; business and industry; labor education; voluntary organization, churches and governmental agencies. Salaries for career adult educators are discussed. Qualifications and training needed and offered are also given.

12. CONFERENCE ON SHORT-TERM TRAINING FOR TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES. The English Program, Center for Applied Linguistics, Washington, D. C. July 1966.

This report is based on discussions that took place at a meeting on July 1 - 2, 1966 at the Center for Applied Linguistics, on problems connected with short-term training for teaching a second language, in particular English. It provides a brief summary of the background to short-term teacher training, then takes up the various components of such training, including the language component, practical experience, and audio-visual aids, particularly films. The curriculum, its organization and content, with several types of programs and suggested areas of interest follows. Evaluation, staffing and administration are the last three topics discussed. The conclusion contains examples of studies and projects that could follow from the discussion.

13. FRONTIERS IN ADULT BASIC EDUCATION: A COMPILATION OF SELECTED PAPERS AND GROUP REPORTS PRESENTED AT THE SOUTHEASTERN REGION INSTITUTE FOR TEACHER-TRAINERS IN ADULT BASIC EDUCATION. (Florida State University, August 1-26, 1966). Puder, William H. and Sam E. Hand. Office of Continuing Education, Florida State University, Tallahassee, 1966.

Selected papers and group reports from a Florida State University Training Institute are presented on psychological and sociological dimensions of poverty and illiteracy, adult basic education methods and objectives, principles of adult learning and behavior change, and related concerns in teacher training and program development. Specific problem areas identified by teacher trainers, the overall problem of identifying with and motivating the under-educated, adult-centered counseling, curriculum planning, reading instruction, evaluation of instructional materials, enlistment of community support, long range effects of early cultural deprivation, and strategies and suggestions for training indigenous nonprofessionals are among the major topics considered. Two tables, chapter notes and references, appendices, and a model of the learning process are also included.

1966

14. NEW DIMENSIONS IN ADULT BASIC EDUCATION. Report of National Teacher Trainer Institute in Adult Basic Education, August 1-26, 1966. North Carolina State University at Raleigh, Department of Adult Education, Division of Continuing Education.

The purpose of this publication is to describe the topics discussed at the Teacher Trainer Institute at North Carolina State University. The objectives of the Institute in ABE were to assist the teacher-trainers to: understand the social and psychological processes of the under-educated adult and his learning processes, and develop basic understanding in approach and program to an under-educated adult population. The Institute was planned and conducted by cooperative action of the Department of Adult Education at North Carolina State and the Division of Adult Education of the North Carolina Department of Community Colleges. This document consists of a collection of papers presented at the Institute by participants who are recognized authorities in their areas of specialization.

15. THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966. FIRST PROGRESS REPORT. National University Extension Association, Washington, D. C., June 1966.

The National University Extension Association was planning to conduct nine regional training institutes of four weeks each during August, 1966, for 1,060 teacher trainers in adult basic education programs. The institutes were to be operated under Title II B of the Economic Opportunity Act. In this first progress report, information is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study. The proposal, grant terms, and conditions for the national training program are included in the appendix. A map shows the nine regions where participating universities are located. Also included are the core curriculum for the program, a suggested four-week schedule, practicum design, and design of syllabus.

16. THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966. SECOND PROGRESS REPORT. National University Extension Association, Washington, D. C., November 1966.

The National University Extension Association, under a grant from the U. S. Office of Education, conducted nine research adult basic education teacher training programs of four weeks each during August, 1966, at an institution of higher education in each of the nine geographic regions of the Department of Health, Education and Welfare. The purpose of the institutes was to provide a program of orientation and training for the teacher trainers in the most advanced technological equipment for teaching basic skills to undereducated adults, and in the most recent developments in principles, methods, materials, organization, administration and in-service training programs used in adult basic education. The information in this report represents the results of the first processing of data, gathered from field visits, reports from training directors and administrative coordinators, and some biographical data abstracted from the bio-data forms filled out by teacher trainers.

17. THE ROLES OF THE TEACHER FOR THE EFFECTIVE USE OF PROGRAMMED INSTRUCTION IN A CORRECTIONAL SETTING. Seay, Donna M. Draper Correctional Center, Elmore, Alabama. Rehabilitation Research Center. (Paper presented at 15th Annual Correctional Education Association Conference, Chicago, Illinois.) November 12, 1966.

Not only must a teacher in a correctional setting be aware that typical inmates have been economically deprived, share social and moral values with the lower class, and are educationally deficient; he must also be aware of his many roles. As a friend, he should counsel, listen, accept the student as a person, and help him solve his problems. As a "doctor", he should diagnose and prescribe for the student's learning difficulties, emphasize individual needs, and stress applications and practical specific knowledge. As a manager, he should supervise, motivate, and reward. He should plan and organize group and individual instruction. He can combine group and individual instruction by using programmed lectures, films, and games. In the Draper Project, a PerceptoScope (an all-purpose, visual-aid instrument) was used with particular success in a reading program. All teachers involved with correctional education should receive in-service training to teach them techniques in counseling and human relations as well as in job analysis and lesson plans. This in-service training is essential to the growth and development of the teacher and of the offenders whom he will teach.

1966

18. TRAINERS OF TRAINERS' WORKSHOP IN ADULT BASIC EDUCATION AND SUBSEQUENT GRANT ACTIVITY. FINAL REPORT. Maryland University (College Park). Center of Adult Education. December 1966.

Sponsored by the Ford Foundation, workshops for Trainers of Trainers' of Teachers in Adult Basic Education were held in the summer of 1965 at the Universities of New Mexico, Maryland, and Washington. Administrators, supervisors, university faculty, and teachers (155 in all) were trained. Each workshop had its own approach and developed its own evaluation. The University of Maryland was granted supplemental funds from the Ford Foundation to perform a nationwide evaluation of participants several months after the workshops and an evaluation of the trainers and teachers trained by them. In addition, a guide for Teacher-Trainers in Adult Basic Education was published by the National Association for Public School Adult Education (NAPSAE) in early 1966. It is a blending of the materials generated by all three workshops. Unexpended funds under the original workshop project have been transferred to NAPSAE to service an office of Coordinator of Adult Basic Education training activities.

1967

19. A REPORT OF THE ABE ADMINISTRATORS INSTITUTE (July 9 - 21, 1967). McConnor, Stanley J., Compiler. University of Connecticut, Storrs, July 1967.

The report, while including sections on how the Adult Basic Education (ABE) Administrators Institute was developed and the personnel involved, consists primarily of papers submitted by the trainees on various ABE administrative topics. Two of these deal with community problems impacting upon ABE programs with special emphasis on the culture of poverty. Twelve present model project proposals for specific situations involving applications for aid through various federal programs. The remaining two deal with programs in prisons.

1967

20. A REPORT ON ADULT LITERACY WORK AND BASIC EDUCATION UNDERTAKEN BY THE UNITED STATES FROM 1965 to 1967. (Prepared for a UNESCO publication.) Division of Adult Education Programs, Jules Pagano, Director. U. S. Office of Education (DHEW). Washington, D. C., September 1967.

    The report outlines the history of adult and continuing education in the United States, particularly, adult basic education. Included are definitions, statistics, and the goals and objectives of ABE. Outlined also are leadership and training for ABE, and a bibliography of adult basic education materials. In teacher training, the 1965 and 1966 teacher training institutes are reported; for 1967, prospective institutes and the employment of specialists of nine universities. Proposed programs in several states are outlined. Other USOE programs mentioned are library services, adult literacy programs, etc. Use of mass media in literacy work is mentioned. Includes a statement of future directions in adult basic education.

21. "A SHORT COURSE FOR TEACHERS OF UNDEREDUCATED ADULTS", PART I. Cortwright, Richard W. and Priscilla F. Gipson. Community Development Journal, Vol. 8 (October 1967), pp. 26-29.

    A special curriculum was developed to train 24 teachers of adults at District of Columbia Teachers College for the adult basic education program in District of Columbia Public Schools. Special approaches involved use of tape recordings of training and resource specialists, and utilization of continuous feedback. The six training sessions are outlined and discussed, and include background information, teaching practice and evaluation of the undereducated adult problems, and basic education course content.

22. ABSTRACT OF A CONCEPTUAL MODEL OF AN ADULT BASIC EDUCATION EVALUATION SYSTEM. Prepared by Management Technology Inc. (Douglas R. Earich, Project Director) for the Adult Education Branch, U. S. Office of Education. Washington, D. C., June 1967.

    This summary model includes 1) an adult basic education target flow chart covering needs, recruitment, referral, screening and registration, orientation and placement, educational processes (including followup), vocational placement, and potential program benefits as they pertain to the educationally disadvantaged target population; 2) an analysis of the management process involved (policy, procedures, program decisions, monitoring, etc.); and 3) an ABE management system data bank covering resources and methods, program objectives, and various kinds of technical performances. Additional research projects are also noted. Glossary.

1967

23. ADULT BASIC EDUCATION. Knox, Alan B. Teachers College, Columbia University. New York, November 1967.

This report contains abstracts of research reports and evaluation studies related to adult basic education conducted in the United States and Canada. The majority of the reports were dated 1965, 1966, or 1967, many being related to federal funds either directly or indirectly. An introduction describes the purpose of the report, provides some basic definitions, outlines search procedures, describes the form of the abstracts, and includes a brief section on trends and commentary. The abstracts which follow include full bibliographic citation to the source, a summary, and a list of major terms for retrieval. A bibliography is included of additional references that have been identified as potentially relevant but have not been located and abstracted.

24. ADULT BASIC EDUCATION: A GUIDE FOR TEACHERS AND TEACHER TRAINERS. National Association for Public School Adult Education. Washington, D. C., April 1967.

A teacher training manual developed in three Adult Basic Education Workshops sponsored by the National Association for Public School Adult Education (NAPSAE) outlines a scheme applicable both to trainees and to their disadvantaged clientele. Teacher training methods include role playing, talks by experts, demonstrations and exhibitions, field trips, films, small group discussions, work groups, and individual study. The Adult Basic Education curriculum includes reading skills, language arts, and concepts in mathematics, citizenship, family and community life, and adjustment to the working world. To cope with such problems as low student motivation and self-image, economic and cultural deprivation, fear and hostility, and values and behavior at variance with middle-class and upper-class norms, the teacher needs above-average resourcefulness and human understanding, and must develop skill in selecting and using printed materials (notably the major sequential literacy systems), audiovisual aids, classroom techniques, counseling activities, and standardized tests. In working with non-English-speaking adults, oral teaching should be stressed. (The document includes a sample one-week training session, evaluation sheets and other forms, suggested activities and resources, six appendices, and numerous references.)

25. ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE. (California Polytechnic State College, Voorhis Campus, July 10-28, 1967). Fitzgerald, Hunter. California University, Los Angeles, 1967.

The 1967 Western Region Teacher Training Institute at California Polytechnic State College was designed to provide training for administrators and teachers of Adult Basic Education (ABE) programs in six states. The institute focused on five broad areas - understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into elementary [basic] education or English as a second language interest groups, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied. In the Administrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both institutes observed and taught in ABE classes in Los Angeles. Recommendations for future workshops were: conduct separate workshops for rural and metropolitan ABE programs, provide for a more consistent method of participant selection, select staff associates from previous institute participants, and separate administrator and teacher institutes.

26. ADULT BASIC EDUCATION OPERATIONS MANUAL. Revised Edition. Missouri State Department of Education, Jefferson City, July 1967.

This publication is an administrative guide for Missouri school administrators and local Adult Basic Education supervisors. First, general information is given as to legislative authority, standards for approval, procedures for implementation, expenditures and reimbursement, teacher qualifications, program administration, student eligibility and recruitment, teacher selection and preparation, instructional materials and equipment, and accounting procedures. The Missouri State Plan itself outlines provisions on such matters as state and local advisory committees; program planning and priorities; state criteria for program content and operation; special projects, teacher training, and research cooperation with state and local agencies; grants to private nonprofit agencies, fiscal control; and state agency administrative review and evaluation.

27. ADULT LEARNING, ADULT BASIC EDUCATION PRE-INSTITUTE SEMINAR. (Wayne State University, May 1967). National University Extension Association. Washington, D. C., 1967.

A pre-institute seminar, financed by a grant from the Adult Education Division of the Office of Education to the National University Extension Association and held at Wayne State University in May 1967, focused on plans for the 20 adult basic education teacher training institutes held during the summer of 1967. Leaders in adult basic education and related disciplines joined with institute program directors and staff to share information gained from on-going programs and provide specialized training for adult educators coordinating the institutes. The discussions and demonstrations, reproduced in this document, centered around three main areas of adult basic education development: innovations in curriculum, technology and management. Topics covered include programmed instruction, teaching adults to read, the Michigan Language Program,hardware such as video tape recorders, skill training at Michigan Bell, the Education Development Laboratories Learning System, federal government role in education of adults, the Draper Rehabilitation Projects, counseling adults, and effective small group instruction.

28. AIDES FOR ADULT EDUCATION. (A Training Program Funded By the Ohio Board of Regents Under Title I Of The Higher Education Act.) Edwards, William L. and Edmund D. Cohen. Division of Adult Education, Cleveland (Ohio) Public Schools, 1967.

The Aides for Adult Education Workshop (February 10-May 20, 1967) was held in Cleveland, Ohio, by Cleveland College and the Public School system, to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty Welfare recipients, almost all Black women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides, more individual help is given, and teachers lecture less and answer questions more. The teachers themselves felt that they could effectively handle larger classes with aides. The document includes appendices and workshop statistics.

29. ELS TEACHER EDUCATION PROGRAM. English Language Services, Division of Washington Educational Research Associates, Inc. Rockville, Maryland, 1967.

The ELS Teacher Education Program is an experimental multi-media self-instructional course in the techniques of teaching English to speakers of other languages. It is designed as an alternate approach to conventional teacher training methods, providing the means of producing new teachers without requiring a professional training staff. The course includes 26 programmed workbooks covering English phonology and grammar, principles of language learning, classroom techniques, and general teaching methodology; 163 8mm sound films; 140 audio tapes; 20 packages of worksheets, participation forms, and other training aids; and 28 volumes of professional reference books in linguistics, metholology, phonology, and grammar. A "learning console," which seats the trainee in complete privacy is equipped with a sound projector, tape deck, lamp, fan, two speakers, head phones, and accessory electronics. The trainee reads lessons, listens to tapes, observes demonstration films, and practice teaches in simulated classroom situations. The course is designed for an estimated 200 hours of self-paced independent study, at the end of which the trainee responds "automatically and correctly to actual classroom situations and student needs with appropriate teacher behavior."

30. FINAL REPORT: NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM, SUMMER 1967. National University Extension Association, Silver Spring, Maryland.

This document summarizes the first two years of Summer Institutes funded under the Adult Education Act of 1966 and coordinated by the National University Extension Association. The report provides a brief review of the Summer '66 Institutes (9) and then describes the chronological planning developments which preceded the second summer of Institutes. Data on the Summer '67 Institutes (19) include kinds of participants, state and federal allocations, description of facilities, and evaluation.

1967

31. NATIONAL TEACHER TRAINING ADULT BASIC EDUCATION PROGRAM, FUNDED UNDER THE ADULT EDUCATION ACT OF 1966. THIRD PROGRESS REPORT. (Extended and revised). National University Extension Association. Silver Spring, Maryland, June 1967.

As a continuation of a 1966 project, National University Extension Association (NUEA), under a grant from the U. S. Office of Education (USOE) conducted 20 regional adult basic education training institutes in the summer of 1967. Three educational experiments were carried over: an accelerated national program for preparation of teachers for the educationally deprived, application of educational technology to the problems of teaching basic skills to adults, and an experiment in creative educational federalism. Elaborations in 1967 included development of a national core curriculum, conferences for participating universities and state directors, teacher-trainer institutes conducted by universities in each USOE region, pre- and in-service training programs organized at the local level, and design for an evaluation system. In Part One of this report the staff, definitions, finances, and a review of the 1966 and 1967 functions of the USOE, NUEA, participating institutes, and state directors are given. Part Two contains details of the production of the curriculum guide and materials, and program evaluation. In Part Three participant costs for three-week and two-week sessions are described. Part Four includes descriptions of the staff and its functions and of the communications network.

32. ORGANIZATIONAL PATTERNS OF PROGRAMS AT UNIVERSITIES IN THE UNITED STATES WHICH OFFER A DOCTORAL DEGREE IN ADULT EDUCATION. Veri, Clive C. Nebraska University, Lincoln, September 1967.

To survey the organizational patterns of graduate adult education programs, a questionnaire was mailed to the 19 universities in the United States offering adult education doctoral degrees, requesting names, titles, faculty academic interests, program organizational charts, plans for expansion, and graduate student load. There was a 94.4 percent return. All doctoral programs were affiliated with a university, 11.8 percent in separate departments, 17.6 percent conjoined with other areas of education and 41.2 percent operating within departments of education. Respondents indicated that few organizational changes were planned within the next three years. Official titles of programs were too varied to provide a cluster for analysis. There averaged three and one-half faculty members per program with 18 advisees (11 doctoral candidates and seven Master's) for each. Faculty members devoted 52 percent of their time to teaching, 21 percent to administration, and 27 percent to research. Their academic backgrounds included 49.3 percent in adult education, 11.6 percent in administration, 10.2 percent in sociology, and 7.3 percent in higher education. By 1968 approximately 80 percent of the full-time staff of adult education programs will be adult education majors. Document includes questionnaire, covering and follow-up letters, and charts of program organizational patterns.

33. PERSPECTIVES IN ADULT BASIC EDUCATION FOR ADMINISTRATORS. Proceedings of the Adult Basic Education Administrators' Workshop. Goering, Oswald H. and Michael J. Stotts. Northern Illinois University, DeKalb, 1967.

Papers from this 1967 workshop for administrators in adult basic education discussed numerous aspects of the field--federal aid, teacher attributes and requirements, tasks and objectives of adult basic and continuing education, principles of administrative control and decision making, the financing and budgeting of local programs, teacher selection and orientation for adult basic education, professional and nonprofessional staff development for a Milwaukee inner city demonstration project. Also discussed were a curriculum design model based on individual progression, the evaluation and selection of programmed materials, objectives of testing, elements of effective counseling, the role of adult basic education in job training programs for Chicago welfare recipients, steps toward cooperative planning and program coordination in Illinois, adult health needs, and innovative adult education programs within the Illinois penal system. Case materials are also cited on adult basic counseling services of Milwaukee vocational, technical, and adult schools. The document includes chapter references.

34. "PROBLEMS OF ADULT BASIC EDUCATION TEACHERS". Marshall, Jon C. and Patrick O. Copley. Adult Leadership (June 1967), pp. 55-56+.

The purpose of an investigation undertaken by the authors was to determine the problems of Adult Basic Education teachers. On the basis of answers to a questionnaire administered to a sample of 15 teachers, thirty-three potential problems were identified, in the areas of curriculum development, the learner, the teacher, and program organization. The major problems seen by the ABE teachers were those of fitting education to the needs and background of the adult student, and finding time in the school day to work on curriculum development, diagnosis, and prescription. A hierarchy of the problems identified is included.

35. SPEAKING ABOUT ADULTS AND THE CONTINUING EDUCATIONAL PROCESS. PROCEEDINGS OF THE ADULT BASIC EDUCATION WORKSHOP. (Northern Illinois University, June 13-24, 1966). Carter, R. Phillip and Verl M. Short, Editors. Northern Illinois University, DeKalb. February 1967.

The papers composing this document were presented during the Workshop for Teachers on Adult Basic Education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching. They were intended to provide experienced adult educators with a current view of significant issues and resources, and students in preservice or inservice training with a basic reference and overview regarding adult basic education. Among subjects discussed were: classroom climate, cultural values, developmental tasks, recruitment and retention, program individualizations, testing, counseling, relating to the adult learner, understanding group interaction and behavior, experience in concept building, selection of instructional materials, evaluation, social studies and citizenship, practical mathematics and basic reading instruction. The appendix includes legislation which affects the adult educator.

36. SYLLABUS FOR ADULT EDUCATION PROGRAM FOR TEACHERS OF DISADVANTAGED. Richardson, Willism, and Shelton, Donald. Oregon College of Education, Monmouth, Oregon. Training Center for Teachers of Migrant and Disadvantaged. 1967.

This is an outline of a course given to teachers of undereducated adults. The course includes a definition of the disadvantaged population, discussion of the adult learning process, three sections on adult education programs, and discussion of vocational education, testing programs, and equivalency certificates. A 25-page bibliography of about 400 entries lists teacher materials and reading appropriate for the adult student. (NMC #000078)

1967

37. THE ADMINISTRATION OF ADULT BASIC EDUCATION: A MANUAL OF TRAINING MATERIALS. National University Extension Association, Washington, D. C. June 1967.

Training materials, developed for the 1967 summer institutes for administrators of Adult Basic Education Programs, are presented in two parts: 1) case studies developed around events commonly occurring in the administration of Adult Basic Education programs, and 2) program guidelines meant to suggest approaches to handling specific situations. Through analysis and discussion of the case studies, participants in administrative institutes can arrive deductively at guidelines of their own that are applicable to their program and communities. Discussion and analysis of pre-existing guidelines may assist participants in comparing their own experiences with commonly accepted principles of administrative practice. Case study topics are: bringing about a change in a hierarchy, educational technology, interagency cooperation, and comprehensive educational planning. Guidelines are: the development of an advisory council, the effective administration of the adult basic education program, the use of paraprofessional personnel, and the use of community resources.

38. THE EDUCATION OF URBAN POPULATIONS. Bernstein, Abraham. Random House (New York) 1967.

A new teacher education text stresses the primacy of urban problems. Also emphasized is a new direction in the training and recruitment of teachers for urban schools. Part I, the problem, contains chapters on urban and rural education, family structure and education, stupidity and ignorance, militancy and intelligence, and the teacher, curriculum, and bureaucracies. Part II presents the solution, under such rubrics as extended educations, curricular psychology, inservice and preservice teacher training, and administration. The prospects are discussed in part III---Adult Education and Educare, a total education for urban minorities.

39. A COMPREHENSIVE PLAN FOR SOLUTION OF THE FUNCTIONALLY ILLITERATE PROBLEM, A REPORT ON THE PRESENT, A PLAN FOR THE FUTURE. Venn, Grant and others. Management Technology Inc., Washington, D. C. March 1968.

> The Educationally Disadvantaged Population (EDP), defined as those persons 18 years of age or over who have not completed eight years of formal schooling, contained at least 24 million people in 1960. The antisocial behavior of the EDP and the assistance programs required for them are a drain on this country's financial and emotional resources. Alternate plans have been developed for a voluntary adult basic education program for the EDP, using a time span of 20 years and a method for entering equal increments of the EDP groups. Since about 98 percent of the present program participants are in the 18-64 age group, the plan developed for this group appears to be a realistic basis for planning. It provides for an orderly growth in participants from about 0.9 million to a maximum of 2.7 million in 1975. The annual cost would increase with participation from about $75 million to $235 million and then decline to about $55 million in the twentieth year of the plan, having reached about 13 million people. Using the single criteria of income increase, the potential annual benefits of the program are about four times the annual cost, or an increase in annual income of its graduates by more than $16 billion. (The document includes 15 charts and three tables which show the 1960 EDP by age group and schooling, and balanced program plans annually to 1987.)

40. A MEASUREMENT OF THE EDUCATIONAL RELEVANCE OF A SHORT-TERM TRAINING PROGRAM FOR ADULT LITERACY TEACHERS. FINAL REPORT. Laubach, Robert S. and others. Laubach Literacy, Inc. Washington, D. C., June 1968.

> The study was undertaken to provide objective data for evaluating the educational relevance of short courses for teachers in literacy programs. Two short courses were organized for nonprofessional ABE teachers. Teachers in each course were divided in half to form an experimental group and a control group. Experimental groups completed an attitude and opinion survey about ABE students after having actually taught ABE students; control groups did not. A multiple-time series design was used to measure change over time, since this design permitted the measurement of transition rates which showed shifts among responses when the same adults responded to the same questionnaire item on two different occasions. Results indicated significant shift in responses of the experimental group of ABE teachers after actual teaching experience. The study demonstrated that: 1) training programs can be evaluated by studying changes over time of the attitudes of nonprofessional ABE teachers, and 2) the particular training courses being investigated were only qualified successes since they did not induce permanent change. (Appendix 2 contains reference to a second study which substantiates the fact that short-term courses do not induce long-term changes.)

1968

41. A REPORT ON THE [ABE] TEACHER-TRAINER INSTITUTE, McConner, Stanley J., Editor. University of Connecticut, Storrs, July 7 - 26, 1968.

> The Institute for Adult Basic Education (ABE) Teachers and Trainers was primarily concerned with new instructional technology and its ABE applications. Other topics discussed included adult counseling, sensitivity training, and material development. The Institute included a field trip to the Manpower Development Training Center in Hartford, Connecticut. The trainees had to present model ABE lesson plans and the bulk of the report consists of a selected number of these.

42. "A SHORT COURSE FOR TEACHERS OF UNDEREDUCATED ADULTS," PART II. Cartwright, Richard W. and Priscilla F. Gipson. Community Development Journal, Vol. 3(1) (January 1968), pp. 29-32.

> Data which were gathered during a short course for teachers of undereducated adults in District of Columbia public schools are analyzed in this section. Results of one study, in which each trainee ranked every other trainee in his group on proficiency in four teaching skills, showed trainees generally agreed with each other and with trainers. Because another study showed that negative evaluations of illiterates by trainees tended to be associated with negative judgments of peers, and the converse, a Teacher Training Index (the ratio of total scores given over total scores received) was devised for each trainee, so that the supervisor of adult basic education could deal with trainees according to whether they ranked fellow students and illiterates low or high. For another study trainees evaluated their training by ranking the extent of learning in eleven (11) areas on a four-degree scale. A survey administered in the last training period showed that participants tended to keep the same attitudes expressed earlier. Because it also revealed favorable evaluations of the program and because final testing showed consistent skill on open-ended questions concerning methodology and psychology, the short course is recommended for wider use in preparing teachers of adult functional illiterates.

1968

43. A STUDY OF ADULT EDUCATION IN THE UNITED STATES. Liveright, A. A. Center for the Study of Liberal Education for Adults, Boston (Massachusetts) University, 1968.

Based on information gathered in 1965 and 1966 for the United States Office of Education, this study of adult education in the United States begins with a definition of terms and of underlying educational philosophy, then reviews the history of American adult education, current patterns of participation, and the adult education profession (including research and the training of adult educators), the nature and scope of Federal activities and policies, the present state of adult education activities by the mass media and other non-Federal groups and institutions, and areas of concern in the changing field of adult education. Recommendations for action are set forth in such areas as data reporting, research design, information dissemination, innovation and experimentation, interagency cooperation and program coordination within the Federal government, and the recruitment, development, and training of qualified personnel. The document includes tables and chapter references.

44. ADULT BASIC EDUCATION ADMINISTRATOR'S INSTITUTE, REGION II. Marshall, Lois E., Editor. Montclair (New Jersey) State College, July 7-19, 1968.

The 1968 Adult Basic Education Administrator's Institute, held at Montclair State College in New Jersey, was designed to meet a series of objectives, including: provision of experience to enable the ABE administrator to more effectively develop and operate local programs of adult basic education in line with the national and state goals; to increase his sensitivity and awareness of the teaching-learning relationships involved in the education of adults; to develop his own knowledge, skills, insights, decision-making and management abilities in terms of his own local program situation; to enable the participant to improve his competency as a self-learner; to enable the participant to increase his competency in evaluation of adult education programming, teaching, teacher-training, as well as of instructional materials and equipment; and to improve his communication skill and techniques ranging from program reporting to community involvement. This report from the conference consists of excerpts from a series of addresses and panel discussions on these topics. Contributors include Ray J. Ast, Leo Cantelope, Dr. Frank M. Cordasco, Arthur P. Crabtree, Daniel Ganeles, Dr. Arden Grotelueschen, Dr. Grace Hewell, Joseph Mangano, Arlene Mantell, Anthony Pacelli and Richard Weiner.

45. ADULT BASIC EDUCATION--MEETING THE CHALLENGE OF THE 1970's. First Annual Report of the National Advisory Committee on Adult Basic Education to the President of the United States and Secretary of Health, Education and Welfare. U. S. Office of Education. Washington, D. C. August 27, 1968.

Recommendations and supporting information for the federal Adult Basic Education (ABE) program through the fiscal year 1972 include: increasing appropriations and enrollment each year from 1970-72 to focus on civic participation, jobs, home, and family life; study to develop a 10-year national plan to coordinate all federal ABE programs; strengthening the National Advisory Committee on ABE to play a leadership role; training programs for ABE personnel; special research projects; and the extension of the ABE program beyond eighth grade level. As a result of the ABE program from 1965-68, some students left welfare rolls, obtained jobs, and received raises and promotions; many enrolled in vocational training and high school programs, while others passed high school equivalency tests. Changes in attitudes and behavior of these people show efforts to break out of poverty. Efforts at training people to meet the shortage of ABE teaching manpower include use of institutes, state agencies, and local education facilities. A major problem of the ABE program is the dropout rate (19% in 1966). A list of 10 federal agencies having ABE programs, a summary of nationwide data on ABE students, a table of state funds and enrollments, and various other presentations of pertinent information are included.

46. ADULT BASIC EDUCATION TEACHERS GUIDE, PRODUCED BY TEXAS ADULT BASIC EDUCATION WORKSHOP. (Austin, June 10-21, 1968) Texas University, Austin; Texas Extension Teaching and Field Service Bureau, 1968.

Produced at a program planning workshop for experienced adult basic education teachers, this work furnishes a teaching guide and in-service teacher training guidelines for use in the Texas Adult Basic Education program. First, academic and other statewide program goals are enumerated. Next, concepts and objectives, subject content, student and teacher activities, textbooks, equipment and materials, and procedures are suggested for science and health instructions; increasing students' occupational and educational opportunities; teaching basic, intermediate, and upper level mathematices; adult citizenship and social skills; and development of skills in listening, speaking, reading and writing. Last of all, student evaluation objectives, devices, and procedures are listed for each broad subject area and level of instruction. The document includes a model of an in-service orientation program involving lectures, small group discussions, and class visitations.

47. ADULT BASIC EDUCATION: THE ADMINISTRATOR, COMMUNITY-CLIENTELE. Axford, Roger W. and others. Northern Illinois University. 1968.

This report incorporates the proceedings of an ABE administrators' workshop and summer institute. Emphasis was on development of better ABE programs and on staffing with more qualified teachers. New curriculum areas were also explored. (NMC # 001014)

48. AN ADULT ILLITERACY PILOT PROJECT: THE TRAINING OF READING AIDES. (A paper presented at National Reading Conference, Los Angeles, December 5 - 7, 1968). Van Glider, Lester L. and Joanne Kania. 1968.

Sixteen volunteer aides living in inner-city Milwaukee [Wis.] were selected according to education (a high school diploma), age (21 years or older), experience working with people, dependability, and availability. They were divided into four groups, and each group was assigned an instructor from the Marquette University Reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions, the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included evaluation of progress reports and development of planning log books. The aides continued to use the skills and materials acquired in instructing the functional illiterate, some through working with inner-city agencies and the public school system. Two aides were given more responsibility in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given. A list of instructional materials and publishers is appended.

49. EDUCATING THE ADULT EDUCATOR: PART 2. TAXONOMY OF NEEDED RESEARCH: REPORT FROM THE ADULT RE-EDUCATION PROJECT (Theoretical Paper No. 13). Kreitlow, Burton W., Wisconsin Research and Development Center for Cognitive Learning. University of Wisconsin, Madison, May 1968.

> This theoretical paper is the concluding part of an extensive two-part examination of the problem of educating adult educators. The first part dealt with the relationship of adult education to other disciplines. This part establishes a framework for classifying areas of needed research in the field of adult education. The framework used here is based on application--learning, teaching, social change, guidance, and other activities. Some of the areas of need identified are tied almost wholly to a specific discipline or an applied field, while others are associated with certain program areas. Three interrelated categories of application are used: 1) the adult as an individual and as a learner, 2) the adult's response to sociocultural phenomena, and 3) the adult education enterprise. A background is provided for each area of need; series of questions are asked in order to demonstrate the scope of these needs; and each need is given focus by a short statement or a few summarizing questions.

50. EDUCATIONAL ADMINISTRATOR TRAINING FOR THE MULTI-CULTURAL COMMUNITY. FINAL REPORT FOR THE NATIONAL INSTITUTE OF MENTAL HEALTH. Holemon, Richard L. College of Education. New Mexico University, Albuquerque, February 1968.

> A three-year pilot project (1964-1967) was conducted to develop an effective program for the training of educational administrators who could serve as agents of constructive educational change in communities with sizeable proportions of Spanish- and Indian- as well as Anglo-American members. Special aspects of the program included: 1) contributions from the behavorial sciences (with participation in the training program by faculty members of the University's social science departments), 2) group training, 3) research orientation, 4) special training in the problems of multi-cultural environment, 5) internship and field experiences, 6) the role of education in the total process of community development, and 7) the educational administrator as an agent of social, political, and economic change. Particular strengths and weaknesses of the program are outlined, and techniques and criteria followed in the selection of 17 trainees for the NIMH program are described. As a result of the study, the program in Educational Administration Training at the University of New Mexico has been redesigned to incorporate positive features of the pilot project.

51. EVALUATION AND FINAL REPORT: THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM, SUMMER 1966. National University Extension Association. Silver Spring, Maryland, June 1968. 2 Volumes.

This federally funded 1966 training program for Adult Basic Education Teacher Trainers was evaluated using questionnaires, surveys, and field interviews. A series of four-week institutes had given 982 persons 132 hours of instruction at colleges and universities in nine regions. Findings included the following: 1) full-time, formally trained Adult Basic Education teachers were few, but of unusually high caliber; 2) 9,829 teachers received effective instruction in core curriculum areas at a cost to the federal government of about $50 per teacher trained; 3) cooperation among national, state, and local persons and organizations was successful ; 4) useful side effects resulted in professional adult educator training, inter-institutional cooperation, and other areas; 5) with proper guidance by a federal agency, new technology and instructional methods could be introduced rapidly into teacher training and regular academic curricula; 6) given a variety of choices, the teachers and administrators appeared to respond to program elements and leadership in a mature, discriminating manner. Recommendations were made on program expansion, followup, and related matters. Volume 2 contains 111 tables and other material significant to the analysis and to potential users.

52. FINAL REPORT: ADULT BASIC EDUCATION MATERIALS AND TECHNIQUES DEMONSTRATION AND EVALUATION CENTER (PROJECT CABEL). George B. Griswold, Jr., Director. Alexandria, Virginia, 1967-1968.

The major objective of the center is to evaluate Adult Basic Education material through student use and act as a demonstration and teacher training center. This report is a summary of the year's work. CABEL was established to meet the needs of schools initiating ABE programs; included are a practical laboratory, methods and materials, demonstration library, teacher training workshops, as well as day, evening and Saturday classes. The Job Corps reading program, EDL, and TESOL are described. Problems, findings, and accomplishments of the center are outlined. Teacher training workshops and English Language Services Teacher Education program are described, as well as their counseling services, recruitment, and some of the problems encountered.

53. FINAL TECHNIQUES REPORT ON THE INSTITUTE FOR TEACHERS OF ABE. Mosley, Sallie W. Rust College, Holly Springs, Mississippi. July 22 - August 9, 1968.

Rust College conducted a summer ABE Institute in "Techniques and Methodology of the Teaching of Adult Education" for Adult teachers who were teaching in public and non-public schools in Mississippi, Tennessee, Georgia, Alabama and South Carolina. The objectives of the Institute were to develop competent classroom teachers in ABE, understanding of the nature of the adult teaching process, classroom organization for learning; and preparing teachers in the materials and literature of adult education. A three phase design was used: 1) formal classes of instruction in effective programs in the teaching of adults, 2) small group activities for practical application of the techniques discussed, 3) participants were given an opportunity to work with students under controlled conditions. The presentation was handled by the regular staff with lecturers providing technical knowledge in the areas of their specialization. There was some program development by the participants.

54. INVENTORY OF FEDERALLY SUPPORTED ADULT EDUCATION PROGRAMS; REPORT TO THE PRESIDENT'S NATIONAL ADVISORY COMMITTEE ON ADULT BASIC EDUCATION. Greenleigh Associates Inc., New York, January 1968.

Descriptions of the program title, its administering agency, legislative authorization, main purpose, target population, funding, stipends, programs and facilities, administration and coordination, enrollee characteristics, course and teacher characteristics, course outcome, program measurement, and recommendations (if any) for improvement are given for each of 34 Federal programs concerned with adult basic education (ABE). There are also brief descriptions of ABE programs in relation to other training programs in 13 cities and states. A large gap exists between numbers of those who need and those who actually receive ABE. The target population intended by Congress is not clear, and this study indicates that a national ABE policy needs further definition and clarification. Gaps in program coordination also exist. Recommendations include more funds, interagency reporting systems, linkages of ABE programs at all levels, stipends, distribution of funds within states by greatest need, and increased funds for training teachers. Statistics, summerized in five tables, and descriptions of a few related programs are in the appendices.

55. MEXICAN-AMERICAN EDUCATION. SPECIAL REPORT. Mexican-American Affairs Unit, U. S. Office of Education. Department of Health, Education and Welfare. March 1968.

The Mexican-American Affairs Unit of the U. S. Office of Education was established to plan, develop, and coordinate improved educational opportunities for Mexican-American children and adults. Staff members of the Unit conducted a field survey in Arizona, California, Colorado, New Mexico, and Texas to discuss current programs and future needs. Although the survey revealed general interest in Mexican-American education, a lack of coordination among federal, state, and local agencies was noted. The four major concerns voiced were early childhood education, teacher training, bilingual education, and adult and vocational education. A five-state summary of programs and activities of benefit to Mexican-Americans is appended.

56. NEW CAREERS: ENTRY-LEVEL TRAINING FOR THE HUMAN SERVICE AIDE. Pointer, Avis Y. and Jacob, R. Fishman. National Institute for New Careers, University Research Corporation. Washington, D. C. March 1968.

The New Careers Program is a broad approach to job development, training, education, employment, and career development in the human services for the underemployed and the unemployed. The program was conceived as a solution both to the needs of the poor for training and employment and the needs of local communities for improved and increased human services. This manual has been designed to provide a brief introduction to the general issues and techniques of training the unemployed and/or underemployed for new careers. The major focus is on training for entry-level jobs, those jobs at which the trainees first become meaningfully employed. The material is drawn from several program experiences but primarily those at the Howard University Institute for Youth Studies, Washington, D. C., and the Lincoln Hospital, Bronx, N.Y.

57. OHIO SEMINAR FOR ADMINISTRATORS OF ADULT BASIC EDUCATION: SEPTEMBER, 1968. Horn, R. A. Ohio Department of Education, Columbus, Ohio. 1968.

Purpose of this special seminar for administrators of adult basic education programs in the state of Ohio was to identify problem areas, its programs and to collectively consider possible solutions. The booklet contains the text of speeches delivered by experts in the field who were guest lecturers at the two-day seminar. Topics covered included: "The Undereducated Urban Adult--Special Citizen in Need of Special Help"; "The Adult of the Appalachian Mountain Area"; "Counseling Adult Basic Education Students"; and an "Overview"of Adult Basic Education. (NMC #000592)

58. PROGRAMS AVAILABLE FOR STRENGTHENING THE EDUCATION OF SPANISH-SPEAKING STUDENTS. Kniefel, Tanya Suarez, Compiler. New Mexico State University (University Park). ERIC Clearinghouse on Rural Education and Small Schools. November 1968.

Paper prepared for the Conference on Teacher Education for Mexican-Americans, New Mexico State University, February 13 - 15, 1969. The purposes of the guide are: 1) to provide information concerning federal funds available for training educational personnel to work in areas with high concentrations of bilingual students, and 2) to provide familiarization with programs available for bilingual students, as well as programs for research into their educational problems. Also included is a list of scholarships available for Spanish-speaking students. Relevant federal legislation is listed, along with the purpose of each Act, availability of funds, and eligibility. Guidelines for writing and evaluating proposals for federal funds are included. A bibliography is given to provide information concerning federal funding offered by the U. S. Office of Education, and the procedures for applying for these funds.

59. PROJECT INTERCHANGE: INDIVIDUALIZING INSTRUCTION FOR THE "DIFFERENT" STUDENT. A Summary Report of the First Two Years, 1966-68. National Education Association, Division of Adult Education Service. Washington, D. C. 1968.

This report is a record of the first two years of Project Interchange, compiled from the views and experiences of teachers, school administrators, and Job Corps Center directors. The view taken in this report is that the Job Corps program could have something to offer the public schools, particularly as its programs relate to motivational techniques and successful practices for working with frustrated and educationally disadvantaged youngsters.

1968

60. RECRUITMENT AND TRAINING OF TEACHERS FOR ADULT BASIC EDUCATION. Wilson, Donald E. University of Southern California, Los Angeles, 1968.

This program will provide a two-year teacher training program for university graduates leading to a California state teaching credential and a Master of Science degree in education. During the first year, interns will work to secure teaching credentials. During the second year, the interns will continue on their own with a special emphasis on adult education. The program is designed to prepare future teachers to work in schools located in disadvantaged communities of the Los Angeles City School District. This is a joint project between the University of Southern California and the Los Angeles city shcools. The University will provide relevant academic training and the school district will provide the reality of the laboratory setting necessary to develop and demonstrate teaching strategies. The program is concerned with identifying and understanding the inter-relatedness of social problems and culture of poverty. Teacher interns will work with minority groups in an attempt to bring functionally illiterate adults to an eighth grade level of achievement and to teach the foreign-born in the area to communicate in the English language.

61. SOME ASPECTS OF TEACHER AND LEADER TRAINING AND RECRUITMENT FOR HIGHER ADULT EDUCATION. Hackel, Alan S. (Paper presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968.) Division of Continuing Education, Ohio State University, Columbus. February 1968.

This report represents a synthesis of the current literature related to the topic of teacher and leader training and recruitment rather than an analysis of empirical data. In general, the personnel problem in higher adult education is examined from the standpoint of the growth of the field, personnel needs, the need for training, the aims of specialist training at this level, and present practices in training and recruitment. In addition, the implications for training of the various philosophies of adult education are examined, as well as existing professional preparation and internship programs. Finally, there is a section dealing with conclusions and recommendations. While the results of this report are largely heuristic, it is believed that from such bases useful innovations in the practice of higher adult education may be developed.

62. SOUTHEASTERN INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION. Department of Adult Education, Florida State University, Tallahassee. July 7-26, 1968.

This three-week Residential Institute at Florida State University held July 7 through July 26, 1968, was structured to provide needed basic training for selected teacher-trainers and teachers of adult basic education. Generalizations concerning the psychology of adult learning were developed and tested in relation to the psychology of the disadvantaged adult. Methods, techniques and materials useful in adult basic education learning situations, particularly those which lend themselves toward the individualization of instruction were heavily stressed. The program provided opportunities for training in the basic skills necessary for teaching reading, writing, arithmetic and effective communication. Actual practice in development of individual teacher kits using a wide variety of materials was also provided. Additional problems in ABE such as recruiting, retention, testing, evaluation, curriculum planning and the development of study skills were analyzed for practical solutions.

63. STRATEGIES OF LEADERSHIP FOR ADULT BASIC EDUCATION. Aker, George F. Florida State University, Tallahassee. July 1968.

A nation-wide program in Adult Basic Education requires an organizational structure which will provide a practical and theoretical, centralized and decentralized outlook. This system should include a national commission, state-wide committees, and community councils which would facilitate communication. Leaders must be selected and prepared and educational programs developed and executed. These leaders can be recruited from the reserve of potential leaders available in communities. Training can be provided by professors of Adult Education, other university faculty, research and evaluation specialists, and teachers and aides. Systematic preservice and inservice training could be given to teachers at all levels, and methods such as weekend and evening community seminars, residential conferences, and internships be utilized. However, in the process of developing these programs, we must be aware of the pitfalls which have appeared in this new field.

1968

64. "TEACHER TRAINING FOR ADULT BASIC EDUCATION." Hershey, Harvey. Adult Leadership (Volume 17). June 1968.

This article presents a generalized discussion of plans, problems and recommendations in adult basic education following the initiation of Title II-B of the Economic Opportunity Act of 1964, and some related progress nationally since then.

65. "TEACHER TRAINING FOR ADULT BASIC EDUCATION: PERCEPTION OF A STATE DIRECTOR OF ADULT EDUCATION." Butcher, D. G. and E. LeTarte. Adult Leadership (Volume 17). June 1968.

The authors feel that one of the more important ingredients in successful ABE programs is a good teacher. They cite Dr. Combs' definition of the differences between a good and poor teacher: the good teacher 1) perceives his purpose in teaching as being one of freeing rather than controlling students; 2) tends to be more concerned with larger rather than smaller issues; 3) tends to be personally involved rather than alienated; 4) is more likely to be self-revealing rather than self-concealing; 5) is concerned with furthering processes rather than achieving goals; 6) is helping rather than dominating; 7) is understanding rather than condemning; 8) is accepting rather than rejecting; 9) values integrity rather than violating it; 10) is positive rather than negative; 11) is open rather than closed to experience and 12) is tolerant rather than intolerant of ambiguity. The authors feel teachers must be expanded as human beings and past training has not accomplished this. Future training should involve the following five major areas: 1) rich, extensive and available perceptions about his subject field; 2) accurate perceptions about what people are like; 3) perceptions of self which lead to adequacy; 4) accurate perceptions about the purpose and process of learning; 5) personal perceptions about appropriate methods for carrying out his purposes. The authors conclude that the suggested methods of training do not now exist and that if they are to come about, essential planning of the type Dr. Combs suggest must take place.

1968

66. TEACHER WORKSHOP: ADULT BASIC EDUCATION, 1968. Division of Continuing Education. Cincinnati (Ohio) Public Schools. November 1968.

Thirty-two local ABE staff members attended this series of three Saturday morning sessions, the purpose of which was to evaluate materials or teaching approaches that had proven effective or could prove effective in meeting the needs of the adult learner. Effective methods of recruitment and retention were also evaluated. The report includes contributions made by the resource personnel, participant committee reports, and handout reference materials.

67. TEACHERS OF ENGLISH AS A SECOND LANGUAGE: THEIR TRAINING AND PREPARATION. Perren, G. E., Editor. British Council, London (England) English-Teaching Information Centre. Cambridge University Press (New York) 1968.

This book brings together summaries of British thinking and experience in the field of teaching English as a foreign or second language. It is partly in the form of reports on successful projects (in Africa and India) drawing out the implications for future practice, partly in the form of more general discussion. Contents include: 1) "The Training of Teachers of English as a Second Language in Africa", by J. A. Bright; 2) "Training Teachers of Adults", by H. A. Cartledge; 3) "Advanced Study and the Experienced Teacher", by S. P. Corder; 4) "Teaching Practice", by A. S. Hornby; 5) "Training and Study Centres in Britain", by W. R. Lee; 6) "The Literary Element in Teacher Education", by Bruce Pattison; 7) "Training to Teach in English", by G. E. Perren; 8) "In-Service Training for Teachers of English in Developing Countries", by D. A. Smith; and 9) "Improving the Teacher's Own English", by Peter Strevens. Also included are brief biographical details of the authors and a selected bibliography.

1968

68. THE ADULT BASIC EDUCATION CURRICULUM AND ITS DEVELOPMENT. Jahns, Irwin R. and Henry G. Brady, Jr., Editors. Department of Adult Education, Florida State University, Tallahassee, May 1968.

The report of the highlights of the Southeastern Adult Basic Education Teacher Training Institute, July 10-28, 1967, presents financial changes in the State and Federal support of basic adult education; pinpoints the essential psychological, physiological, and emotional aspects of adult learning; and attempts to relate teaching techniques to these. There is a suggestion for the maintenance of communication among local, state and federal authorities. Included also is the urging of adult educators to be aware of the interrelationships of the adult's needs as a worker, consumer, and user of leisure, and to recognize the need for the adaptation of curriculum and method to the adult. Reference is made to such societal forces as increased numbers in need of training, job obsolescence, knowledge explosion accompanied by technological revolution, the relationship between the actions of the militant minority groups and the awakening of social conscience, and the concept of life-long training.

69. THE IMPLICATIONS OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES-A PILOT STUDY. National Planning Association, Washington, D. C. October 1968.

This report summarizes the National Planning Association's pilot study of the implications of economic and social change for educational policy in the next two decades. Research is concentrated on changing manpower needs and on the challenges they are likely to present for designing the educational systems of the 1970's and 1980's. Anticipated changes in career opportunities provide a frame of reference for considering the consequences of rapid technological change, growth in leisure, and the persistence of poverty and discrimination for the options likely to become available in education during the coming decades. Chapter I sets the scope of the report into the analytical context used, while chapters II, III, and IV discuss the challenge to education of changing career opportunities, changing levels of educational attainment, and changing socioeconomic conditions. The educational system's response to socioeconomic change is analyzed in chapter V and is illustrated in chapter VI, which discusses institutional resistances to change in the area of educational technology. Supportive statistical tables are appended.

1968

70. THE NATIONAL TEACHER-TRAINER INSTITUTE IN ADULT BASIC EDUCATION FOR REGION III: ADULT BASIC EDUCATION IN THE WORLD OF WORK. North Carolina State University at Raleigh, July 15 - August 2, 1968.

> This institute was planned to help teacher-trainers develop a philosophy of Adult Basic Education, increase their understanding of the undereducated adult, understand and apply curriculum development process in Adult Basic Education programs, and increase their knowledge and understanding of concepts and techniques related to recruitment, testing, placement, and counseling. Other subjects discussed included the role of programmed learning, the need for counseling to help adult students analyze their needs and pursue meaningful educational experiences, and the relevance of experiences to the needs of undereducated adults. Finally, focus was placed on the development of plans for a training program for teachers. (Bibliographies are included.)

71. VOCATIONAL AND TECHNICAL EDUCATION: ANNUAL REPORT, FISCAL YEAR 1965. U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C., 1968.

> This report covers the first year in which vocational programs and related activities were supported by the Vocational Education Act of 1963. Topics presented are: new directions in vocational and technical education, financial reports, program activities of the service areas, teachers and teacher preparation, research, and major problem areas such as central cities, special programs, and residential schools. Appendices include 67 tables portraying information such as student enrollment and number of schools offering vocational education programs, numbers of teachers, total expenditures, as well as expenditures of federal, state, and local funds. Other annual reports are available.

72. VOCATIONAL AND TECHNICAL EDUCATION: ANNUAL REPORT, FISCAL YEAR 1966. U. S. Office of Education, Department of Health, Education and Welfare. Washington, D. C., May 1968.

This report covers the second year of programs funded under the Vocational Education Act of 1963. Topics covered include: 1) services for more people, such as full-time postsecondary students, and out-of-school youth and adults; 2) enrollments and programs surging ahead, in which it was noted that enrollments increased in six major occupational programs in fiscal year 1966, with only home economics experiencing a decline; 3) services assuring higher quality, including teacher training and supervision, program evaluation, special demonstration and experimental programs, and development of state administration and leardership; and 4) stronger administrative assistance illustrated by basic tools such as the state plan for vocational education, projected program activities statement, and the annual report. Appendices present narrative and statistical descriptions of administrative, fiscal, and program development activities. Earlier annual reports are available.

73. WORKSHOP IN ADULT BASIC EDUCATION. (Ohio State University, July 1-23, 1968). WORKSHOP REPORT AND RESOURCE DOCUMENT. Ohio University, Columbus, Center for Adult Education; Ohio State Department of Education, Columbus, 1968.

In Adult Basic Education, the teacher must have a close relationship with the disadvantaged student and an awareness of the adult as self directing, responsible, and experienced. An informal classroom climate and the proper teaching skills and attitudes are vital. Programmed instruction must be used with care; its accuracy, agreement with existing curriculum, and compatibility with student needs should be borne in mind. Instruction in mathematics should provide problem-solving attitudes and skills rather than particular skills for particular jobs. A liberal arts approach is needed in basic education to help create free and responsible citizenship. A bibliography is included.

74. A GUIDE FOR ESTABLISHING A LEARNING LABORATORY. White Plains (New York) Public Schools, May 1969.

This guide to establishing an Adult Basic Education Learning Laboratory focuses on reading development with programmed and self-directed instructional materials, with individualized as well as classroom instruction (Stage I), and on the use of audiovisual devices and software (Stage II) for individual small group (cluster), and occasional large group instruction. Additional possible stages for development and program offering are noted. Guidelines are provided on selecting instructional materials, record keeping, student intake, student testing and placement, physical facilities and arrangements, scheduling, classroom techniques, and evaluation of student progress. Workshops, demonstration of local facilities, and action research in Albany, Syracuse, and White Plains, are also described. The document includes a glossary, bibliographies of Adult Basic Education and learning laboratory curriculum materials, registration and report forms for new adult students, facilities and equipment, learning laboratory day and evening scheduling, organizational and learning laboratory flow charts, job and task descriptions, a weekly laboratory plan for a class, and a student activity chart.

75. A GUIDE TO LITERACY AND ADULT EDUCATION FOR UNIVERSITY TEACHERS AND STUDENTS. Tripathi, Virendra. Literacy House (P. O. Singar, Lucknow 5, U.P.) India. 1969.

A new concept in India--the training of university students for participation in community service and adult education programs to combat the tremendous problem of illiteracy--is described in this book. Ten-day courses were set up for the training of these young people. This booklet is a guide to the organization of literacy classes, to the preparation of a syllabus for ABE programs and to the use of audio-visual aids and other resource materials. An outline is included on teaching services to be rendered illiterate adults both within university confines and their own communities. See separate abstract on the "Course Outline" for the ten-day orientation program. (NMC #001173)

76. A LEARNING TEAM: TEACHER AND AUXILIARY. Klopf, Gordon J. and others. Bank Street College of Education, New York, August 1969.

This book presents a design for the training of all school personnel for effective cooperation when auxiliaries (paraprofessionals) are introduced as members of the multilevel, multifunctional educational team. Major chapters discuss 1) institutional setting for team training, 2) concepts of adult learning with implications for training, 3) needed competencies and possible training processes, 4) the experimental approach as central to team training, and 5) evaluation of the training program. Focus is on procedures and models for inservice team training of persons of different competencies, but implications for preservice education are also discussed. Appendices include: suggested possible functions of auxiliary personnel; report on auxiliary personnel in Minneapolis Public Schools; report on the training of teacher aides in eastern Kentucky; abstracts of auxiliary utilization programs in Berkeley, California, and Detroit, Michigan; guide for training educational assistants in the elementary schools of New York City; curriculum content areas for auxiliaries and for teachers; stages in small-group development; multimedia aids on auxiliary personnel; resources for intensive short-term training; bibliography of manuals, guides, and supplementary materials for trainers; bibliography on adult learning.

77. A NEW CAREERS EVALUATION. Institute for Local Self Government, Berkeley, California. January 1969.

An evaluative study of the New Careers training program of the Oakland (California) Redevelopment Agency was undertaken to measure the program's effectiveness. At the time of evaluation, the program had been in existence for slightly more than one year. Interviews were conducted with 13 New Careerists (68% of those in the program) and 12 supervisors in the employ of the Agency. The study was based primarily on responses to questionnaires which dealt with job performance, problems, communication, and personal involvement in the program. The evaluations of both participants and supervisors were quite positive, and on the basis of these responses the program seems to be a success. Factors contributing to success include the following: selection criteria for participants (who had a mean educational level of 11.3 years); quality of on-the-job training; youthfulness of supervisors; positive attitudes of employees; and the socially-oriented nature of the agency. (Copies of the questionnaires, and a list of position titles of New Careerists, are included as appendices.)

1969

78. A REPORT ON THE 1968 ADULT BASIC EDUCATION INSTITUTE FOR ADMINISTRATORS IN REGION VIII. Jensen, Glen S. Department of Adult Education and Instructional Services, Wyoming University, Laramie. March 1969.

> The two-week Adult Basic Education (ABE) Institute sought to improve leadership competencies of administrators by providing learning experience that would help them to: 1) plan, organize and conduct ABE programs, 2) acquire understanding and insights into problems of ABE participants, 3) plan and conduct teacher training institutes, and 4) evaluate ABE programs. Materials sent to participants prior to the Institute provided background information and requested each to describe innovative techniques and problems he had encountered, to be used in the sessions. A manual of administrative and human relations concepts was also prepared as a reference and guide to group discussions. Sessions included: characteristics of ABE participants, adult learning, teacher recruitment, curriculum development, funding, interpersonal relations, guidance and counseling, and public relations. The Institute evaluation was comprised of an open-ended questionnaire at the end of the first week to measure general attitudes toward the learning experience and the general format of the program, and a mailed questionnaire six months following the Institute to measure change of behavior. It was generally concluded that some success had been achieved in meeting Institute objectives. The appendices include the Institute schedule, participant recommendations and evaluation instruments.

79. ABE LEARNING CENTER GUIDELINES. New Jersey State Department of Education. Camden Adult Basic Education Learning Center. 1969.

> The primary purpose of the ABE learning Center is to provide services to adults in the Camden area who are in need of basic education. Guidelines for operating the Learning Center are presented in the following chapters: the administrator of a learning center; the counseling office; the learning laboratory; the learning center instruction; pre-service and in-service training; supplementary services; recruitment; operational procedures; and bulletins.

80. ABE TEACHER-TRAINER AND TEACHER TRAINING INSTITUTES; REGION VII: FINAL REPORT. Extension Teaching and Field Service Bureau, University of Texas, Austin, Texas. 1969.

> This document is a report of the proceedings of this teacher training institute held at the University of Texas at Austin, June 9-27, 1969. Included are a statement of purpose, analysis of the staff, facilities, participants, and credit given for the workshop, and some final observations and recommendations, as well as day-to-day program summaries and participant evaluation data. (NMC #001008)

81. ABSTRACTS OF PAPERS PRESENTED TO THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH (TORONTO, FEBRUARY 9-11, 1969). ERIC Clearinghouse on Adult Education, Syracuse University (New York) July 1969.

> Abstracts are presented of 34 papers on Adult Education Research. They cover adult dropouts, age differences in learning, older adults, motivation and orientations of adults; interpersonal relationships; adult educators, change agents, and leaders in cooperative extension; teacher training and multimedia instruction; diffusion of innovation, adoption, and attitude change; professional continuing education of the clergy; retirement education; equivalency tests for adults; curiosity; research utilization; and two historical reviews--of adult education in the Confederacy and of Lyceums. Basic information sources, current information sources, literature reviews, and other publications of the ERIC Clearinghouse on Adult Education are also listed.

82. ADMINISTRATION OF CONTINUING EDUCATION: A GUIDE FOR ADMINISTRATORS. Shaw, Nathan C., Editor. National Association for Public School Adult Education (NAPSAE). National Education Association, Washington, D. C. 1969.

> This revised handbook for public school adult educators focuses on recurring administrative responsibilities, problems, practices, and implications. Section I deals with aspects of the organization and administration of continuing education, the development of public support for adult education, continuing education in community schools, roles and interrelationships of continuing education institutions, the evolving role of the adult educator director, finance and budget development, and the impact of legislation on adult education. Section II, which emphasizes program development and operation, includes: identification of needs and resources, planning a balanced curriculum, major curriculum areas and program concerns, community relations, promotion and publicity. Section III examines the adult participant, while the questions of improvements of instruction, research, and evaluation are delegated to the last two sections. Included also are projected patterns and trends and a bibliography.

83. ADULT BASIC EDUCATION: A STUDY OF THE BACKGROUNDS, CHARACTERISTICS, ASPIRATIONS AND ATTITUDES OF THE UNDEREDUCATED ADULT IN WEST VIRGINIA. Divita, Charles, Jr. Marshall University (Huntington, West Virginia), February 1969.

A survey was made of 4,912 students in the Adult Basic Education program in West Virginia to determine their backgrounds, characteristics, aspirations, and attitudes. They were found to be in sociological and economic patterns similar to those of their parents; both groups were school dropouts from rural areas and both were undereducated, economically depressed persons with large families. The great majority had a minimum of 20 to 30 potentially productive years before retirement age. Presently they were employed in public assistance type programs; most had been either unwilling or unable to relocate in other areas. They were participating in the program to get a job or a better job, to obtain a high school equivalency diploma, or to learn to read and write better. Most had no problems in attendance, such as a lack of time or transportation, or domestic problems; and most were pleased with the course. It was recommended that more centers and programs be established, more persons recruited, guest speakers and resource persons be used, transportation be provided when necessary, night high schools or summer high schools be initiated, vocational training programs also be provided, and counselors, social workers, and placement personnel be added.

84. ADULT BASIC EDUCATION ADMINISTRATOR'S INSTITUTE. Marshall, Lois E., and Florence L. Dick, Editors. Montclair (New Jersey) State College, 1969.

The 1969 Adult Basic Education Administrator's Institute, held at Montclair State College in New Jersey, was designed as a pilot national institute to bring together not only ABE administrators from Region II of the U. S. Office of Health, Education and Welfare, but administrators and supervisors from outside the region, including the Commonwealth of Puerto Rico. The general theme was Planning--Programming--Budgeting System (PPBS). This report from the conference consists of excerpts from a series of addresses given on newer developments in Adult Basic Education, including: the scope and future of adult basic education, the psychology of the adult learner, techniques for discerning the needs of adults, the systems approach in education, instruction, supervision, adult basic education job description models, teacher training, copyright laws, the function of the Regional Office of the U. S. Department of Health, Education and Welfare, and adult basic education in Puerto Rico.

85. ADULT BASIC EDUCATION IN MISSISSIPPI: AN EVALUATION. Seaman, Don F. and Emmett T. Kohler. Mississippi State Department of Education (Jackson) and Mississippi State University, Bureau of Educational Research. June 1969. Two volumes.

This reports a large-scale evaluation of the Adult Basic Education (ABE) program in Mississippi, begun under Title II-B of the Economic Opportunity Act of 1964. In 1968-69 the ABE program enrollment was 22,000, although the target population was 440,000. When the Mississippi State Department of Education was first authorized to conduct ABE programs under the Adult Education Act of 1966, first priority was given to adults functioning at 5th grade level or below. One of the severest deterrents to effective evaluation of the program, however, has been the failure to specify operational objectives. It is recommended that a coordinated effort between state and local ABE personnel be directed toward developing a set of behavioral objectives for the various levels of instruction. The State Coordinator asserts that the most serious problems confronting the program are lack of adult education courses available in the state, lack of modern teaching methods and equipment, need for more teacher training, lack of state funds to match federal funds, inadequate number of professionals on the state staff, and geographical areas within the state which are in non-compliance with the Civil Rights Act. (Document includes tables, map, and questionnaires.)

86. ADULT BASIC EDUCATION: PRIORITIES & POTENTIAL--A REPORT ON THE SECOND NATIONAL LEADERSHIP CONFERENCE ON ADULT BASIC EDUCATION. Adair, J. B., Editor. Department of Adult Education, North Carolina State University, Raleigh. 1969.

This report analyzes the attainments of the then three-year-old national ABE program. The conference, held in Texas April 15-19, 1968, stressed implications and goals for the future. Conference participants included state ABE directors, Heads of projects funded by the U. S. Office of Education, university resource specialists, regional program officers, leaders of other successful programs for disadvantaged adults and members of the National Advisory Committee. Stress of conference talks and presentations was on educational technology--new concepts in adult learning, and on special experimental projects such as adult armchair education, programs for adult migrants, ABE for Head-Start parents, preparation of disadvantaged youth for civil service and other stable futures, and the testing of innovative approaches in the teaching of undereducated adults. A special section is titled "Cooling 'Hot' Cities with Adult Basic Education"--a suggestion for the 1970's along with keeping ABE classes in session throughout the year--not stopping in the summer, as heretofore. (NMC #001611)

87. ADULT BASIC EDUCATION PROGRAM STATISTICS: STUDENTS AND STAFF DATA, JULY 1, 1967 - JUNE 30, 1968. National Center for Educational Statistics, U. S. Department of Health, Education, and Welfare, Office of Education, June 1969.

A compilation of statistical tables on adult basic education in the United States includes data on the following, broken down by region and state: number of students; number of students by grade level;number of students completing programs; number of students by sex, ethnic group, race, and age; selected hours membership statistics; hours of instruction required to complete programs; number of classes housed, by type of facility; student attendance; students separated from programs, by reason; staff, by occupational function; number of workshops and personnel in preservice of inservice training; number of programmed instruction classes; and selected financial statistics.

88. ADULT BASIC EDUCATION PROGRAM STATISTICS: STUDENTS AND STAFF DATA; JULY 1, 1968-JUNE 30, 1969. Ullman, Morris B., and Gilford, Dorothy M. U. S. Department of Health, Education and Welfare; Office of Education, Washington, D. C. 1969.

Information on 1969 enrollment by state, by grade level, by ethnic group, and by type of facility, of ABE students throughout the United States is contained in this annual publication of the Office of Education. Characteristics of personnel involved in the administration, supervision, or actual teaching of students are also detailed with reference to training and education level. A comparison table lists programmed hours of instruction vs. conventional hours required for completion of ABE programs. (NMC #001318)

89. ADULT BASIC EDUCATION TEACHER AWARENESS PROGRAM FOR GUIDANCE AND COUNSELING. Part I and II. Dodd, William J. Louisiana State Department of Education, Baton Rouge. 1969.

Part I outlines the development of the Guidance and Counseling Teacher Awareness Packet which was presented to ABE Teachers in Louisiana. Three major areas of concern include: awareness of the ABE student and the teacher's role in meeting students' needs and problems, guidance and counseling services which can be implemented by teachers, and development of techniques for classroom, evaluation, and home visits. Use of visual aids in the presentation of the program is clearly outlined. Appendices include material on curriculum planning and a list of referral services, as well as a specific list of visual aids. Part II consists of discussion and evaluation questions prepared for individual teachers participating in the Teacher Awareness Program. Questions for discussion concern ABE students, and relate to their statistical and educational characteristics and their needs and problems; also covered are the direction of the program, instructional techniques, referral services, testing, and curriculum. A sample workshop evaluation form is included.

90. ADULT BASIC EDUCATION TEACHER TRAINERS: THEIR CHARACTERISTICS, ATTITUDES, AND VALUES. Nave, Wallace K. North Carolina State University at Raleigh, June 1969.

The relationships between selected personnel and situational characteristics of Adult Basic Education teacher trainers and their attitude toward Adult Basic Education (ABE) programs during a three-week period of intensive training were examined. Inherent within this examination was the evaluation of the effectiveness of the training period toward producing desirable and/or favorable changes in participants' knowledge and understanding of ABE and attitudes toward the ABE program. The following were selected as the independent variables for this research: age, sex, race, educational achievement, ABE experience, and place of residence. Data was collected on these variables. The topics basic to the overall theoretical perspective employed here are presented in the following order: reference groups, attitudes, values, characteristics, review of related research, and hypotheses. The major statistical techniques employed in the analysis of data included analysis of variance, McNemar's test for significant changes, correlation, and chi-square. Although it was concluded that the subjects' attitudes became more favorable toward the ABE program during their participation in training, the extent to which the content of the training influenced the change rather than outside factors was not determinable from available evidence.

1969

91. ADULT BASIC EDUCATION TEACHER TRAINING INSTITUTE FOR THE STATE OF NEW MEXICO. University of New Mexico (College of Santa Fe Campus). August 4-15, 1969.

This regional teacher-training institute was designed to increase the effectiveness of ABE in New Mexico by exposing ABE teachers to the most effective methods and techniques of instruction in context with the multi-cultural problems of undereducated adults. During the first week, the institute was divided into two separate workshops, in which ESL teachers were exposed to a concentrated ESL program, while the general ABE teachers were exposed to methods, techniques, and curriculum development at basic, intermediate and advanced levels. General sessions of the combined groups were concerned with reading, social and cultural implications of ABE, and the use of audio-visuals. The second week concerned itself with guidance and counseling. The appendix includes: sample ESL lessons, a TESOL lesson, speeches on Adult Education promotion and "The Possible Dream" of ABE problems and goals, and a unit demonstrating to participants the difficulty of learning to read a foreign language.

92. ADULT BASIC EDUCATION TEACHER-TRAINING INSTITUTE, STATE UNIVERSITY OF NEW YORK AT ALBANY. U. S. Office of Education, Department of Health, Education and Welfare. Washington, D. C. 1969.

The Teacher-Training Institute for ABE, Region II, held at State University of New York at Albany was uniquely planned as a series of systems, each designed to develop expertise of the instructional staff to serve specific segments of the disadvantaged population. The development of a three-track training program provided indepth experiences which enabled the participants to become effective instructors in the ABE program. The three tracks were: 1) Serving experienced teachers of ABE students who are either native born adults or who have an oral facility with English that they can adapt to an intensive language arts development program, 2) Serving teachers who have had limited or no experience in ABE, 3) Serving teachers who work with non-English speaking adults. This document describes the formulation of these track systems and their implementation in the ABE programs. It further provides detailed analysis of the teacher-training and the effect of the programs.

1969

93. ADULT BASIC EDUCATION WORKSHOP. ADMINISTRATIVE MANUAL. Missouri State Department of Education, Jefferson City, 1969.

An Adult Basic Education manual prepared for use in Missouri; contains regulations, bulletins, and forms used in the state program. Among other things it includes information on teacher qualifications, personnel classification, selection and preparation of teachers, budgets and expenditures, instructional materials and equipment, and program administration. There are several bulletins from the director of the program and various forms used.

94. ANALYSIS OF SEVEN SPECIAL PROJECTS IN ADULT BASIC EDUCATION. FINAL REPORT. General Electric Company. Washington, D. C., November 1969.

This report summarizes innovations being developed in seven Special Adult Basic Education (ABE) Projects: the Washington, D. C. ABE Demonstration Center; Opportunities Industrialization Center (pupil recruitment and Adult Armchair Education projects) in Philadelphia; Laborers' International Union participation in ABE in Columbus, Ohio; Southwestern Cooperative Educational Laboratory televised English instruction in New Mexico for functionally illiterate, transient Mexican Americans; training in adult guidance and counseling by the University of Texas; job related ABE learning centers in Arkansas; and the Morehead State University (Kentucky) ABE Demonstration Project for the 13 state Appalachia region. Project elements of national significance are identified, and the project settings are described to enable potential users to judge whether they can use paraprofessionals, computer assisted instruction, or other specific innovations. A framework for project review is offered, followed by conclusions and recommendations on classification, project initiation, supervision, information dissemination, implementation of innovations, reporting, and evaluation.

1969

95. APPALACHIAN ADULT BASIC EDUCATION TEACHER-TRAINING WORKSHOP. July 28-August 15, 1969. Rose, Harold (Compiler). Morehead (Kentucky) State University, Appalachian Adult Basic Education Demonstration Center. 1969.

> Devoted largely to instruction illustrating the unique problems and culture of undereducated adults in Appalachia, this regional workshop at Morehead State University was an effort to increase the adult basic education (ABE) skills and competence of 111 participants who had some ABE teaching experience or were committed to teaching upon returning home. Participants were divided into 12 learning groups, each with a leader and a recorder chosen by its members. Presentations by numerous resource persons, group reactions and discussions, and the formation of group projects comprised the major activities. Three subject areas-- chacteristics of disadvantaged adults, ABE methods and techniques, community resources--were stressed. Written survey responses and individual conferences were used to obtain evaluations of the presentations (largely rated as good) and of various program services and facilities (generally good to excellent). Participants' attitude change scores six months after the workshop were higher than pretest scores, but lower than scores on the last day of the workshop. Other followup data indicated that the ABE teachers were using organizations and assorted resource persons more fully than before. Fifty tables are included.

96. AREA MANPOWER INSTRUCTOR DEVELOPMENT SITE, "AMIDS" ANNUAL REPORT 1968-69. Ellison, Mary, Editor. Division of Vocational Education, University of California, Los Angeles and Division of Manpower Development and Training (DHEW), USOE.

> The Area Manpower Instructor Development Site Program was initiated to establish, on an experimental national basis, training centers for manpower instructors, supervisors and administrators. The purpose was to enhance their understanding of and sensitivity to the characteristics, problems, and needs of the disadvantaged, including minorities, low-income workers, deprived youth, andthose displaced from the labor market. Another goal was the development of techniques useful in teaching trainees with very diverse cultural backgrounds. This report documents the establishment of the programs, beginning with the advisory personnel, consultant staff and the areas serviced by specific individuals. It includes suggestions made for further improvement, problems encountered, techniques which evolved from analysis of how the disadvantaged learn and an evaluation of student progress. The "AMIDS" program also provides an opportunity for the manpower instructors to share their own special interests, discuss problems, and profit from experiences in other manpower programs, thus placing the role of their own particular training centers in proper perspective.

1969

97. BEHAVIORAL SKILLS FOR ADULT BASIC EDUCATION: A RESOURCE DOCUMENT AND INSTITUTE REPORT. Seaman, Don F. and others. Mississippi State University, State College, November 1969.

A report on the Adult Basic Education Teacher-Training Institute held at Mississippi State University, July 21-August 8, 1969; contains edited presentations of several of the instructional consultants, the contents of the final reports of the four work-study groups, and the results of an extensive evaluation of the Institute. Areas covered were: the disadvantaged adult, the adult learner, utilizing andragogy methods to meet adult needs, sociology of the undereducated adult, implications for program development in adult basic education (ABE), teaching reading, selecting materials, and guidance and counseling in ABE. Work-study groups report on family living, language arts, mathematics and reading. Included also are: the biographical kinds of knowledge gained in small group discussion behavior and leadership, and participant satisfaction with the training unit. The program was generally well received by the participants, and met staff expectations on all dimensions. It was recommended that several participants be chosen at random to make an additional evaluation of the program and that, if the initial success of the training unit should be confirmed, such training should be offered on a systematic basis. (The document included the syllabus, case studies, tests and questionnaires, and comments.)

98. CANADIAN ADULT BASIC EDUCATION. Brooke, W. Michael (Compiler). Canadian Association for Adult Education, Toronto. 1969.

Trends, a publication of the Canadian Association for Adult Education, is a collection of abstracts on selected subjects affecting Adult Education. This issue is on Adult Basic Education (ABE). It covers teachers and teacher training, psychological factors relating to the ABE teacher and students, manuals for teachers, instructional materials, curriculum, libraries and ABE, program descriptions, and other phases of ABE. Trends is available from the Canadian Association for Adult Education, Corbett House, Sultan Street 21-23, Toronto 5, Canada.

99. CAREER MOBILITY FOR PARAPROFESSIONALS IN HUMAN SERVICE AGENCIES. MDTA Experimental and Demonstration Findings No. 8. National Committee on the Employment of Youth (New York) and U. S. Department of Labor, Manpower Administration, (Washington D. C.). December 1969.

> This study of the roads and the roadblocks to career mobility for paraprofessionals working in the human agencies was conducted by the National Committee on the Employment of Youth (NCEY) on graduates of its training program; to identify and locate the graduates, examine their experience with respect to advancement on the job, and evaluate their impact on the job structure at place of employment; to assess experiences of employing agencies in providing upward mobility to the graduates; and to develop guides for building in greater upward new career mobility. Eighty-three of 118 graduates were reached, from whom a sample of 26 graduates employed by eight employment agencies was selected and studied. The characteristics of the sample were compared with those of the total 83 NCEY graduates and with findings from a national study conducted by the New Career Institute of the University Institute in Washington, D. C. The results indicated a high employment stability; unequal opportunities for paraprofessionals as compared to professionals (great wage variation in particular); and limited or nonexistent opportunities for career mobility within all but one of the agencies under study.

100. DEVELOPMENT OF A GRADUATE TEACHER EDUCATION PROGRAM IN ADULT EDUCATION. McQuesten, Isabella and Melvin Miller. Oregon State University, Corvallis. January 1969.

> This is a progress report on the development of a graduate teacher education program for adult education at Oregon State University (Corvallis) which briefly sets forth the procedures by which the feasibility of establishing such a program were explored, the problems encountered, and the provisional results.

101. EDUCATIONAL TELEVISION. Rosen, Earl, Compiler. Special Issue of Trends. Canada Association for Adult Education. Toronto, Ontario, Canada. 1969.

Based on extensive investigation, this special Journal issue deals with educational television (ETV), including closed circuit television. It concentrates on examining and evaluating the state of the art of ETV, various forms of ETV (public television, formal and informal adult education, university credit courses, adult basic education, English as a second language, medical education) in Canada and elsewhere; examples of how closed circuit television is used and evaluated in universities; and televised teacher training at Stanford University and the University of Toronto. Also included are 32 references, an annotated bibliography, and a tentative definition of educational television.

102. ENGLISH AS A SECOND LANGUAGE ON THE NAVAJO RESERVATION - A TEACHER-TRAINING PROGRAM. Harvey, Gina P. Navajo Area Education Office, Window Rock, Arizona. 1969.

This report discusses the efforts of the Navajo Area Education Office to develop a long-range program of continuous in-service training in teaching English as a Second Language for instructional staffs in classes with multi-ethnic backgrounds. Implemented by Colorado State University, the program serves as a model for off-campus, in-service training in the Four Corners Area of Colorado, Utah, New Mexico, and Arizona. The course may be taken for graduate resident credit toward the Master's degree.

103. EVALUATION OF THE 1968 ABE TEACHER-TRAINING INSTUTITES. Educational Systems Corporation. Washington, D. C. July 1969.

This report outlines the objectives, methodology, and outcomes of the 32 ABE institutes funded by the Adult Basic Education Branch of the Office of Education. The institutes represented a wide range of programs but fell into four main categories; teacher, teacher-trainer, administrator, and counselor. Phase I of the evaluation consisted of three dimensions. The first was the collection of qualitative data by on-site visits to institutes, during which consultants collected observational data on program operations, curriculum content and facilities. The consultant then submitted his observations in a written report to ESC for analysis. The second dimension involved the collection of discrete, qualitative data through the medium of a series of structured data collection instruments mailed to all State ABE Directors, Program Directors and a random sample of participants. Specific and selected information was elicited from individuals according to their role in the ABE institute series. The third dimension of the design was a complete statistical and multivariate analysis of the data using a computer treatment. The report emanating from this data was a preliminary one indicating findings of the statistical treatment of the data and was followed in Phase II by a more complete report with a rating of each institute according to selected performance criteria.

1969

104. FACULTY GUIDE: SUMMER INSTITUTE OF INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION. Peck, Jan. Conference and Institutes Division, University of Maryland (College Park) Maryland. 1969.

A guide prepared for faculty attending a summer institute at the University of Maryland devoted to instructional television and adult basic education, this covers background, description of the three-week program, objectives, development, implementation and evaluation. Institute members included those familiar with adult basic education needs and goals in their states; and those whose basic field of expertise was in television production, but not necessarily education in general nor ABE in particular. (NMC #001017)

105. FROM HERE TO REALITY: REPORT OF THE PROJECT INTERCHANGE SEMINAR. (MIAMI, FLORIDA, November 16-19, 1969). Sponsored by the National Education Association, Division of Adult Education Service and U. S. Department of Labor, Manpower Administration. Washington, D. C. 1969.

This document summerizes a seminar which brought together 200 Project Interchange teachers for the purpose of producing specific "action plans", based on their experience, for implementation in their own school districts. To keep teachers in touch with administrative realities, the project also included sixty-five administrators. In addition, there were eighteen representatives of professional organizations and Federal agencies and forty Job Corpsmen in attendance.

106. HIGHER ADULT EDUCATION IN THE UNITED STATES: THE CURRENT PICTURE, TRENDS AND ISSUES. Knowles, Malcolm S. American Council on Education, Washington, D. C. 1969.

This survey provides a guide for discussion and inquiry for administrators and faculty members of higher educational institutions, people in government who work in adult education, and citizens who are concerned with this area of educational service. Essentially, it is an analysis of the literature of higher adult education from 1960 through 1968, as documented by the ERIC Clearinghouse on adult education at Syracuse University. It starts with an attempt to place the field of adult education in perspective. Chapter 2 presents a synopsis of the historical roots and a broad picture of the current situation. Chapter 3 identifies some of the external and internal forces that seem to be pressing for change. Chapter 4 summarizes the trends discerned in the literature; and Chapter 5 isolates the national, state, and institutional issues that are revealed as concerns of adult educators in institutions of higher education. A selected bibliography, with abstracts, is included.

107. IDENTIFICATION AND ASSESSMENT OF ONGOING EDUCATIONAL AND COMMUNITY PROGRAMS FOR SPANISH-SPEAKING PEOPLE. (Report submitted to the Southwest Council of La Raza, Phoenix, Arizona.) Valencia, Atilano A. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, March 1969.

Synoptic reports on 16 selected educational and community programs for Spanish-speaking people are presented in this document. Each report consists of a brief description of the project, an assessment of the program, and recommendations for dissemination and implementation of the project model. Programs reviewed include: 1) the Good Samaritan Center's Bilingual Education Program, San Antonio, Texas; 2) Bilingual Follow-Through Project, Corpus Christi, Texas; 3) the Coral Way Bilingual Program, Miami, Florida; 4) Teaching Spanish to the Spanish-speaking Child--A Western States' Small Schools Project in Pecos, New Mexico; 5) ESL/Bilingual Demonstration Project Center, San Diego, California; 6) the San Antonio Bilingual Demonstration and Dissemination Center, San Antonio, Texas; 7) Laredo Bilingual Program, Laredo, Texas; 8) Spanish Arts Program for Mexican-Americans, Merced, California; 9) Teacher Excellence for Economically Deprived and Culturally Differentiated Americans, San Antonio, Texas; 10) Teacher Education Program, University of Southern California, Los Angeles; 11) a Video-Oral English Instructional Approach for Non-English Speaking Adults with a Spanish Surname, Albuquerque, New Mexico; and 12) Proteus Adult Training Center, Visalia, California.

108. INNOVATIVE AND DYNAMIC INSTRUCTIONAL APPROACHES IN ADULT BASIC EDUCATION. Valencia, Atilano A. and James L. Olivero. Southwestern Cooperative Educational Laboratory, Inc. Albuquerque, New Mexico. 1969.

This publication is a set of three articles on the teaching of undereducated adults; 1) Individualized Instruction Based on Performance Curriculum in Adult Basic Education, which emphasizes individual learning speeds; 2) Team teaching--An Interacting System for Adult Basic Education, which emphasizes student participation in the learning process; and 3) Micro-Teaching--A New and Dynamic ABE Teacher Training Approach, which is the outline of an abbreviated teaching program. (NMC 000075)

1969

109. IN-SERVICE TRAINING MODEL FOR TESOL/ABE TEACHERS AND TEACHER-AIDES, Volume II. The Proteus Adult Education Research and Demonstration Team, Visalia, California, 1968-1969.

This document provides an in-service training model for teachers and teacher-aides of Mexican-American adult students. Objectives include instruction on the various components of an ABE/TESOL (audio-lingual) class; discussions on the role of the teacher and teacher-aide and how they relate to each other in order to work as a team; exposure to different approaches and formats in teaching TESOL; instruction on construction and design of visual aids and use and operation of video tape recorder, 16mm film projector, language master, etc.; practice in development and writing of educational objectives; provision of means by which to self-evaluate the teacher's performance in the classroom; instruction on researching the community to provide learning experiences for the learner; and experience in developing TESOL units related to the community. These materials represent approximately 100 hours of in-service training, arranged in 2-1/2 hour segments.

110. JOB CORPS: A RESOURCE FOR TEACHER EDUCATION: American Association of Colleges for Teacher Education. Washington, D. C. 1969.

This document is a report on the first year of the Job Corps teacher training project. This report reflects the examination of three basic ideas: first, that student teaching in the Job Corps centers could be a valid experience in the preparation of beginning teachers; second, that working with youth in these centers could provide valuable learning experiences for future teachers; and third, that teaching materials used in Job Corps centers could have broad application for use in the public schools.

111. JOB CORPS BASIC EDUCATION INSTITUTE (July 14 - August 1, 1967). Graham, Justyn L., Project Director. Central Missouri State College. Warrensburg, Missouri. August 1969.

Three, one-week training sessions were scheduled to train 125 basic education instructors from the Women's Centers, Men's Urban Centers, and the Conservation Centers. Topics covered were modern techniques and applications of programmed and individualized instructional materials, language and mathematics skills, placement procedures in reading and math, techniques of teaching reading and math, and the techniques of teaching the World of Work and Advanced General Education Programs. Based on this Institute, a list of recommendations for future Institutes is included. Also included are the results of the pre- and post-test inventories which were administered to evaluate the progress realized by the Institute participants.

112. LEADERSHIP SKILLS IN ADULT BASIC EDUCATION: A RESOURCE DOCUMENT AND WORKSHOP REPORT. Palmer, Robert and others. Florida State University, Tallahassee, 1969.

Based on the Southeastern Institute for Teacher Trainers in Adult Basic Education (Tallahassee, Florida, July 8-26, 1968). Selected Institute addresses, group reports, and other material useful for teaching or administering public programs in Adult Basic Education (ABE) are included in this report. Address topics include: Adult Basic Education; the role of the ABE teacher; group methods for teaching in ABE; training teachers for teaching writing skills in Adult Basic Education; and the diagnostic approach to teaching adults. Group reports include discussion of: development of self concept through prevocational training; individualized instruction; family life; parent-child relationships; consumer education; ABE for the community with emphasis on public relations; motivation; recruitment; and using community resources. The appendices contain an Institute evaluation, questionnaires, bibliography, sources of instructional materials, and Institute participants.

113. "NEW DESIGNS FOR ADULT EDUCATION DOCTORAL PROGRAMS." Boyd, Robert D. Adult Education, 19 (Spring 1969), pp. 186-196.

In the first part of this position paper the author assesses the purposes of a university, the nature of adult education, the roles and quality of the faculty, and the conditions for educational experiences as they apply to the learners. The writer asserts that all four components must be considered carefully before developing new adult education doctoral programs. From the conclusions and definitions of the first section, the specific attributes of adult education are deduced and the following three phases are denoted for a proposed doctoral program: 1) the admission or probation stage; 2) specialized, background discipline, and methodology courses accompanied by teaching assistantships or other working experiences: 3) seminars and research credits. One reference is included.

114. OHIO SEMINAR FOR ADMINISTRATORS OF ADULT BASIC EDUCATION. Ohio State Board of Education, Columbus, 1969.

The 1967 seminar for adult basic education program administrators was designed to identify problem areas and to consider some of the solutions. Major topics were the social and psychological characteristics of underprivileged adult learners, program administration and management, inservice teacher training, current issues in adult basic education, and the recruitment and retention of adult students. Guidelines were also offered for evaluating programs and reading materials.

115. PHASE I REPORT: OFFICE OF EDUCATION (REGION VII) GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION. Barron, William E., Project Director. The University of Texas at Austin, February 1969.

As indicated in the original project application to the United States Office of Education, this report seeks mainly to analyze and clarify the current state of adult basic educational guidance and counseling in the states of Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Statistics appear on 1) numbers of potential and actual students in the five states, male and female students, participation by age groups, and attrition; 2) full-time, part-time, and day and evening facilities, with classes per state, average numbers of classes per center, rural and urban centers, and class sizes; 3) full-time and part-time teachers, with age, sex, education, experience in adult basic education, and attrition rates; and 4) the outside agencies for individual states and throughout the region. Implications and state by state program summaries are presented, together with the original state reports. The document also includes 22 tables.

116. PLANNING FOR PERSONNEL DEVELOPMENT IN ADULT BASIC EDUCATION. Texas Education Agency, Austin, Texas. 1968-69.

Guidelines in developing local training programs on a pre-service and in-service basis for more effective use of personnel in ABE programs are presented in this little pamphlet. A bibliography of professional materials is included. (NMC #000313)

117. PREPARING SCHOOL PERSONNEL FOR AN OPEN SOCIETY: A GUIDE TO SELECTED DOCUMENTS IN THE ERIC COLLECTION, 1966-1968. Ross, Marlene (Compiler), ERIC Clearinghouse on Teacher Education, National Education Association. Washington, D. C., May 1969.

> Abstracts of 166 documents containing information on programs for preparing teachers to teach in an open society are synthesized and presented in this bibliography. The abstracts appeared in Research in Education prior to the inception of the Educational Resources Information Center's Clearinghouse on Teacher Education. Part 1 presents summaries of the abstracted documents classified in subject areas; preparing for school integration, preparing to teach minority groups, preparing to teach the urban disadvantaged, teaching adult education to disadvantaged populations, teaching Spanish-speaking pupils, teaching standard English to speakers of other dialects, teaching English as a second language, teaching reading in secondary schools, teaching rural youth, teaching migrants, teaching superior students, and preparing to teach in college. The annotated bibliography appears as Part 2.

118. PRE-SERVICE TRAINING MODEL FOR TESOL/ABE TEACHERS AND AIDES, Volume I. The Proteus Adult Education Research and Demonstration Team, Visalia, California, 1968-1969.

> This document provides a pre-service training model for teachers and teacher-aides of Mexican-American adult students, with the objectives of giving the participants an awareness and an understanding of their motivation in wanting to work in an ABE/TESOL program; of giving the teacher a thorough understanding of the psychology of the adult learner, his needs and his cultural background; of giving the teacher a first-hand experience with the difficulties involved in learning another language; of instructing the teacher in TESOL techniques and methodology. The model consists of 30 hours of intensive training conducted over a period of two weeks (if possible). A beginning five-hour session, followed by eight, 2-1/2 hour sessions is concluded with a five-hour summary session.

1969

119. PROCEEDINGS OF THE CONFERENCE ON THE USE AND ROLE OF TEACHER AIDES. (February 10-11, 1969). Southwestern Cooperative Educational Laboratory. Albuquerque, New Mexico, July 1969.

The document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the State Departments of Education and State Universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas: "Measuring Educational Progress"; "Teacher Aides--Who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement--Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides to Suit the Needs of Schools"; "Programmed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools--From the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel to Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher-Aide Training at a Local Level".

120. PROJECT TO TRAIN TEACHERS IN ADULT EDUCATION CURRICULUM DEVELOPMENT, July 21-August 8, 1969. Center for Adult Education, Ohio State University, Columbus. 1969.

This Ohio State University workshop had as its aims increased understanding of and skill in adult basic education curriculum development; ability to conduct inservice curriculum development training for other teachers; fuller knowledge of adult learner characteristics; ability to evaluate published curriculum materials; exploration of both traditional and innovative teaching methods; and an understanding of how liberal adult education can be applied to this field. Participants were grouped by geographical location, background and experience, reasons for enrolling in the workshop, and present or anticipated position in adult basic education. Activities consisted of lectures, reaction and discussion, development of learning objectives for learning groups, individual and group projects, field trips, and continuous written and oral evaluation within groups. Participant reactions, in terms of general and specific knowledge gained, were largely favorable.

1969

121. PUTTING RESEARCH TO WORK (a paper). Neufeld, William. U. S. Office of Education, Region III (Philadelphia). February 1969.

Attempts to utilize research findings by applying them to the adult education program. Basic assumptions in regard to research in adult education and anticipated end products of adult education are listed. Neufeld recommends the establishment of a task force of top consultants plus a working committee for this adult education project. Conferences of faculty teams from each university center are recommended and planned, plus short courses for training personnel. Recruitment of necessary personnel is discussed, plus descriptions of specialists needed. Emphasis on the importance of a team approach to research.

122. REPORT OF RECOMMENDATIONS CONCERNING EDUCATIONAL PROGRAMS FOR THE NON-ENGLISH SPEAKING ADULT POPULATION. California State Department of Education, Sacramento. 1969.

Concentrating on the educational needs of migrant, non-English speaking Mexican-Americans in California and other southwestern states, the conference program dealt with herein sought to develop a regional plan. Eleven areas of concern were identified: coordination, funding, curriculum, guidance, personnel, services, followup, liaison, facilities, and research. Participants in workshops on family life and parent education, vocational education and training, adult basic education, general academic instruction, intercultural bilingual instruction, mass media and technological approaches offered recommendations regarding each concern. Three workshops held to study suitable educational methods and instructional materials produced their own recommendations for further regional study and action. Educators and Mexican-American leaders also considered such concerns as program development in the community, structure and services, scheduling of services, and the enlisting of community involvement and support. (The document includes forms for evaluating educational television programs and English instructional materials.)

1969

123. RESEARCH AND INVESTIGATION IN ADULT EDUCATION: 1969 ANNUAL REGISTER. DeCrow, Roger and Stanley M. Grabowski, Editors. ERIC Clearinghouse on Adult Education, Syracuse, New York. September 1969.

An annotated bibliography includes 490 items of research or investigation in adult education, mostly dated 1968 or 1969. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Included is an author index, a note on availability of the documents, an order blank for the ERIC Document Reproduction Service, and a listing of other publications of the ERIC Clearinghouse on Adult Education.

124. SANTA FE PUBLIC SCHOOLS' ADULT BASIC EDUCATION PROGRAM FOR TRAINING TEAMS OF PARA-PROFESSIONALS TO TEACH INMATES OF THE PENITENTIARY OF NEW MEXICO. Adult Basic Education, Santa Fe (New Mexico) Public Schools.

A program beginning August 11, 1969, and extending to January 16, 1970, aims to train thirty (30), two-man teams of para-professional teachers and para-professional teachers' aides who will teach approximately 500 men. These men, inmates of the penitentiary of New Mexico, will be enrolled in elementary, secondary, and vocational classes, according to their individual needs. In background they are of Anglo, Hispanic, Indian, and Negro cultures, and the majority are economically disadvantaged, indigent, and culturally deprived. The para-professional training program will include a short pre-orientation conference preparation and pre-semester orientation conference as an introduction to the laboratory-seminar of problems in classroom management. Schools and the penitentiary will share major responsibility for the program; the Santa Fe Public Schools plan to sub-contract to an appropriate teacher training institution for the professional aspects. Originators of the project conceive its value and uniqueness as two-fold: 1) to help eliminate the shortage of qualified teachers in the U. S. by eventually placing the para-professionals trained as a part of this project in public schools, and 2) to provide a comprehensive and accredited public school educational program to an entire schoolful of heretofore deprived men at very little cost to the State of New Mexico.

125. SECOND ANNUAL REPORT OF THE PRESIDENT'S NATIONAL ADVISORY COMMITTEE ON ADULT BASIC EDUCATION. U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. August 28, 1969.

This report of the President's National Advisory Committee on Adult Basic Education describes the current federal Adult Basic Education program, and summarizes a study of selected federal programs with Adult Basic Education components. The report also contains eight recommendations which the committee believes are essential to the further development of more than twenty million adults across the United States. Among the latter are that: 1) federal responsibility for education of adults be centered in the Office of Education; 2) present regulations governing state program operations be amended to provide for an annual work plan setting forth the population to be served, the procedures for developing state teacher-training capability, priorities for experimental and demonstration projects, and the relationship of the work plan to the total educational program of the state; and 3) that $300 million per year for the fiscal years 1971-75 be appropriated for Adult Basic Education. Appendices include distribution of enrollment in national teacher-training programs, description of special experimental demonstration projects, and the federal programs surveyed with Adult Basic Education components.

126. SOUTHEASTERN INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION. Department of Adult Education, Florida State University, Tallahassee, 1969.

Based on a systems approach, this project was undertaken to design and implement a practical, intensive three-week program for improving teacher competence in adult basic education (ABE) throughout Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee. Over 70 teacher trainers and master teachers pursued the study of ABE theory and principles to equip themselves for preservice and inservice education of classroom teachers and teacher aides at state and local community levels. Methods used during the residential institute and followup workshops included problem solving groups, lectures, panels, role playing, buzz sessions, classroom simulation, resource specialists, together with such audiovisual aids as overhead projection, video and audio tapes, printed materials, learning laboratories, and 16 millimeter kinescopes. Followup assistance and outreach programs eventually reached over 1,000 rank and file ABE teachers in the field. Related findings revealed high ABE teacher turnover as well as needs pertaining to ABE staff and professional development, financial support, and research.

1969

127. STRATEGIES FOR ADULT BASIC EDUCATION. PERSPECTIVES IN READING, II. Mangano, Joseph A., Editor. International Reading Association, Newark. Delaware, 1969.

Strategies and materials for reading instruction in adult basic education are covered, together with psychological and sociological characteristics of undereducated adults. Demonstration centers, curriculum materials programs, and related efforts are described. Such innovations as basal series for sequential reading skill development, programmed materials, and television workbook programs are evaluated, with special attention to principles of computer-assisted instruction program preparation and the limitations and potential values of the method. Job Corps reading and basic education program elements, including counseling and guidance services, student selection and placement, staffing, teacher training, physical development and recreation, and special cooperative projects, are outlined; program procedures and outcomes are tentatively assessed. Also considered are the accomplishments and performance goals of the Urban Adult Education Institute, Detroit, in preparing teachers and training disadvantaged adults; experiences and insights on individualizing instruction; teacher characteristics and limitations; and the emerging professional role of adult basic education teachers.

128. SUGGESTED GUIDELINES FOR USING PARAPROFESSIONALS. Luce, Dr. Terrence S. University of Tulsa, Adult Basic Education, Tulsa, Oklahoma. 1969.

This series of guidelines in the use and selection of paraprofessionals as supplementary personnel in ABE programs, developed at a summer teacher-training institute sponsored by the University of Tulsa, lists the rationale for their employment, a working definition of "paraprofessional", job descriptions within the program for which they can be trained, background and training needed, and suggested ways of training, motivating and paying them for their services. Stress is placed on the paraprofessional's ability to relate to all groups of people within the community and to identify with their needs and aspirations. (NMC #000910)

1969

129. SUMMER INSTITUTE FOR INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION, JULY 6-25, 1969. Peck, Jan. University of Maryland, Educational Technology Center. 1969.

The purpose of this three-week summer institute for adult educators and TV specialists was to train a new type of "media specialist"--to create an adult basic education teacher skilled in techniques of instructional television, and to make TV technicians aware of curriculum needs that might be met through the proper use of television programming. The first week was devoted to orientation and discussion of the special problems of the disadvantaged adult in both urban and rural areas. An evaluation was made of existing programs throughout the nation. The second and third weeks were spent organizing "teams" which produced video-taped programs suitable for the audiences they were trying to reach. Emphasis was on development of education beyond "in-school" confines and on broadening interests of disadvantaged adults horizontally. (NMC # 000831)

130. SUMMER SIGN INSTITUTE: A REPORT OF THE INSTITUTE FOR THE PREPARATION OF TEACHERS OF MANUAL COMMUNICATION AND STRUCTURING PROGRAMS FOR THE DEAF IN ADULT EDUCATION. Kirchner, Carl J. (Project Director). San Fernando State College, Northridge, California. 1969.

This report of the Summer Sign Institute held between June 30 and August 8 of 1969 includes the general program of the Institute, the Abstracts of Project Lesson Plans, which center around the teaching of sign language, speeches and demonstrations given by invited speakers during the program, and individual reports delivered by students at the Institute. A bibliography of books and booklets is appended. (NMC #000028)

131. TEACHER-TRAINER INSTITUTE. University of South Carolina, July 28-August 8, 1969.

This Institute for teacher-trainers was convened under the auspices of the Southern Regional Education Board, through cooperation between the South Carolina State Department of Education and the University of South Carolina. The theme of the two-week Institute was individualizing the approach to learning in adult basic education; the goal, to provide instruction and experience in the areas of individualized learning, small group discussion, large group presentations, evaluation, guidance and counseling, and program administration. The syllabus includes the following areas: philosophy and goals of ABE, the ABE student, the ABE teacher, the ABE curriculum, counseling and testing, methods and techniques, and teaching communication and computation skills.

132. TEACHING ADULTS TO READ: RESEARCH AND DEMONSTRATION IN A PROGRAM OF VOLUNTEER COMMUNITY ACTION. A Report of the Project for Adult Literacy. Krebs, Annette B., Director. Massachusetts Council for Public Schools, Boston, March 1969.

The Project for Adult Literacy was a research and demonstration project in Boston; its goals were to teach reading skills to illiterates, to evaluate two methods of teaching, to study the use of volunteers in literacy training, and to gather basic knowledge regarding illiteracy. Two systems used: Reading in High Gear (programmed method) and Massachusetts Council for Public Schools' approach, with a variety of supplementary materials. These two methods are presented in detail, with evaluation by users. Goals for students: 150 hours of training or completion of materials. Chapters are devoted to demographic descriptions of students, analysis of student attendance, and the testing and sampling procedures used in assessing students' reading ability, including a new battery introduced on a trial basis. Volunteer tutors worked on a one-to-one basis with the students; the tutors' part in the program is discussed in great detail. Strengths and weaknesses of the two teaching methods are described; both needed improvement and revision. Three major difficulties were noted: the necessary drill "turned students off;" attendance was unpredictable; students needed individual attention. Volunteer participation of tutors was critical to this program.

133. TEACHING AND LEARNING IN ADULT EDUCATION. Miller, Harry L. The Macmillan Company, New York. 1969.

The emphasis of this book is the "perspective" of the adult. The author explains to the teachers, ABE administrators and lay leaders of adult groups for whom the book is aimed how adults, already with a wealth of learned-and-used experience behind them, incorporate this background in applying new knowledge, skills and techniques to broaden themselves in two main areas: 1) the world of work and 2) their personal and social world. The first three chapters develop a social and psychological approach to adult teaching and learning. Evaluation of learning and "testing" procedures are discussed in the final chapters. The middle chapters concentrate on particular formats for learning in the classroom, in lectures and workshops, in informal discussion, via correspondence and other self-teaching devices and through programmed instruction. Case study discussions are suggested as a means of interesting the adult learners in the classroom situations. (NMC #001297)

134. TEACHING THE DISADVANTAGED ADULT. Ulmer, Curtis. National Association for Public School Adult Education, Washington, D. C., 1969.

This set of instructional guidelines for adult basic education stresses understanding of the characteristics and problems of disadvantaged adults; developing basic communication skills (listening, speaking, writing); selection of instructional materials and equipment; effective classroom techniques for arithmetic and reading instruction; and an adult-centered approach to testing and counseling. Government agencies and other sources of community assistance are suggested as aids to adult basic education teachers in meeting instructional and related needs. Administrative and financial arrangements under Title III of the amended Elementary and Secondary Education Act are outlined. The document concludes by citing evidence of the favorable impact of adult basic education on the disadvantaged. A selected bibliography is also included.

135. THE EDUCATION PROFESSIONS: A REPORT ON THE PEOPLE WHO SERVE OUR SCHOOLS AND COLLEGES---1968. U. S. Office of Education, Department of Health, Education and Welfare. Washington, D. C., June 1969.

The first annual assessment of the educational professions prepared by the U. S. Office of Education begins with a brief survey of the situation and continues with a detailed consideration under three main headings: 1) elementary and secondary education personnel, with chapters on supply and demand; the preparation, recruitment, retention, and utilization of the teacher; teacher aides; problems of low-income families; recently desegregated schools; the handicapped; early childhood education; private schools; administration; and support personnel; 2) vocational and adult education, with chapters on the supply and demand and training of vocational and technical education personnel, and the staffing of adult education programs; and 3) higher education personnel, with chapters on the supply and demand for personnel, the preparation and utilization of the college teacher, the two-year college, developing institutions, and support services. Each section concludes with a chapter on the federal contribution and involvement. Two appendices provide selected statistics on educational personnel and descriptive and statistical information on federal programs which train educational personnel.

136. THE REGION VIII ADULT BASIC EDUCATION PROJECT AT THE UNIVERSITY OF COLORADO. Report of Summer Institutes in 1969. Boulder, Colorado.

This detailed final report of the project in Region VIII covers the three summer institute programs conducted in 1969 for adult basic education personnel, including teacher-counselors, local administrators, and faculty members of teacher training institutions. The purpose of the project was to provide a vehicle through which the professional competencies of educators of adults could be advanced. Four specific areas of concentration include: 1) professional preparation of inexperienced ABE personnel; 2) design of a curriculum and specific courses for advanced professional preparation; 3) provision for coordination and management of these programs; and 4) provision for a variety of services in the form of resource and program development and consultation to states and through State Directors to local educational agencies and institutions of higher education. On the basis of this project, it is suggested that project funding to universities is a viable way to accomplish change in areas of education and social service. The syllabi for six courses at the graduate level in adult education were prepared, with an emphasis on the development of instructional programs for undereducated adults. A bibliography of Adult Education professional literature is included.

137. THE RESEARCHER'S ROLE IN THE DIFFUSION OF AN INNOVATION: A COMPARATIVE STUDY. (Paper presented at the National Seminar for Adult Education Research, Toronto, Canada, February 9-11, 1969) Martin, Margaret R. February 1969.

This study used a diffusion model in an attempt to understand the role of the researcher in the evaluation of an educational innovation in school setting. The learning laboratory for Adult Basic Education at the Rochambeau School in White Plains, and the Brevoort Community Center in Bedford-Stuyvesant, Brooklyn, were studied. Both programs used a multimedia basic education system developed by a commercial firm. Agencies and teachers in the two projects appeared to perceive the research coordinator as being, in addition to a professional in research design and methodology, a communicator in the program planning and teacher training phases, rather than a change agent. Although knowledge level and other factors might contribute to differences in content and objectives, the researcher was expected to transmit efficiently both research and non-research information. Teacher training and experience also seemed to affect communication and the adoption of innovation.

138. THE STEP-UP PROGRAM. Birler, James E. San Francisco (California) State College. 1969.

Step-up is an undergraduate preparation program as a part of the San Francisco State College, Sausalito School District, and San Francisco Unified School District Teacher Education Project. Its program is designed to seek out 'disadvantaged' pupils or students who could be potential teachers and to assist them in every way possible to realize their potential, continue their high school education, enroll in college, stay in college, and eventually become effective teachers in integrated, cosmopolitan, and/or 'disadvantaged' areas. In order to achieve this objective, the Step-up program provides the framework and qualified personnel for recruitment, academic programming, counseling, financial aid, tutoring, and other supportive services necessary for minority students to realize their potential as future effective teachers. As evidence of the success of the program, the booklet contains a chart showing the grade point averages of its twenty-seven (27) students presently at San Francisco State College. It also describes the organizational set-up of the program and details the duties and responsibilities of each position.

139. THE STRENGTHS AND WEAKNESSES OF THE ABE PROGRAM. Crabtree, Arthur P. Paper prepared for the Workshop to Increase and Improve University Teacher Training Programs in Adult Basic Education, March 1969.

The weaknesses of the present Adult Basic Education (ABE) program are: lack of a commonly-accepted purpose, both in its origin and its implementation; lack of administrative coordination, especially at the federal level; and (the greatest potential weakness) the encroaching shadow of non-professionalism. The program, as it now operates, unduly emphasizes the occupational objective and neglects the broader task of preparing the adult for greater competency as a citizen, parent, and homemaker. Scattered among 10 federal agencies, there are 28 federal programs having adult basic education components and there is little coordination among them. The philosophy of amateurism in this ABE program suggests that the professional certification of teachers is a waste of time. On the other hand, the strengths of ABE are that it has involved a number of people in literacy education, it has provided an example of adult education that everybody can understand and appreciate, and it is the first program in our national history that is of absorbing social significance.

140. THE TOTAL FEDERAL EFFORT IN ADULT BASIC EDUCATION. U. S. Office of Education, Bureau of Adult Vocational & Library Programs, ABE Branch. 1969.

This is a summary of ABE programs federally funded under Title III and, in most cases, through state departments of education in 1969. A total of 33 programs and 40 million dollars was involved. Teacher-training funding of $2 million by the United States Office of Education represented 75% of all funds spent at the federal level on ABE teacher-training. (NMC #001293)

141. THE UNIVERSITY OF MISSOURI ADULT BASIC EDUCATION SYSTEM. Mocker, Donald W. (Director) and Veri, Clive C. (Assistant Dean of Extension). University of Missouri Extension Division, St. Louis 1969.

The University of Missouri adult basic education (ABE) system, developed from the ABE laboratory with the help of Title III funds, consists of a series of subsystems designed to effect behavioral change in undereducated adults through an individualized flexible approach to learning. The subsystems of diagnostic testing, individual counseling, teaching-learning, achievement testing, and group counseling workshops are structured around the psychological and curricular principles of: individualized learning; meaningful and practical adult curriculum; a variety of instructional media; a threat-free learning environment; immediate feedback; active learning situations; and sensitized teachers, aides, counselors, and researchers. Specific curriculums for reading, language, mathematics, and social studies are presented with suggested published materials. The counseling workshop curriculum consists of group activities which are entirely learner centered. A counselor guides learners through units they have devised, utilizing role playing, class talks, panel discussion, guest speakers, films and teacher-made materials.

142. TO KNOW THEM...ONE BY ONE: REPORT OF THE PROJECT INTERCHANGE ROUND-UP SEMINAR. (PHOENIX, ARIZONA, October 13-16, 1968). Sponsored by the National Education Association and the Office of Economic Opportunity, Washington, D. C. February 1969.

This is a report of a Project Interchange Seminar which was based on the principle that adults learn best by involvement and participation rather than by listening to lectures or being pressed into some static pre-packaged meeting format. Four hundred teachers, administrators, and representatives from professional organizations met to learn more about the materials, philosophy and techniques used in the Job Corps program.

143. TOWARD A THEORY OF PRACTICE IN EDUCATION WITH PARTICULAR REFERENCE TO THE EDUCATION OF ADULTS. (Paper presented at the Adult Education Research Conference, Minneapolis, Minnesota, February 27-28, 1970) Mezirow, Jack. Teachers College, Columbia University (New York). August 1969.

Theorizing in adult education has been primarily concerned with questions of social philosophy which contribute little to improving the quality of professional activity. This essay suggests a rationale and strategy for developing a research-based body of theory, indigenous to adult education and of practical utility to practitioners. Central to the reality upon which such theory must be constructed is a presupposition that an individual constructs meaning through an active process of interaction with others and directs his behavior accordingly. Educational process is an organized effort to assist an individual to construct meanings in a way by which he will be more effective in solving problems. Fifteen references are included.

144. "TRAINERS OF TRAINERS' WORKSHOPS" IN ADULT BASIC EDUCATION AND SUBSEQUENT GRANT ACTIVITY. Oliver, Leonard P. Maryland University, College Park. Center of Adult Education. April 1969.

Workshops were conducted in 1965 at the Universities of New Mexico, Maryland, and Washington for 150 educators responsible for preparing trainers of adult basic education teachers. Immediate program evaluation and followup evaluation were done; the University of Maryland followup surveyed not only workshop participants, but also trainers and teachers taught by them. The workshops led to the publication (1966) of a guide for teacher trainers and to the creation (1967) of a national clearinghouse on public school adult education. Areas of need were highlighted in information and coordination, teacher training, curriculum development, funding, publicity, student evaluation, and counseling. Recommendations called for a national service bureau in adult basic education, regional demonstration centers, a national teacher training institute, demonstration projects in industry, and a demonstration project to train dropouts and unemployed youth as teacher aides.

1969

145. WEST VIRGINIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION. FINAL REPORT. Eberle, Fred W. and Rex M. Smith. Huntington, West Virginia. September 1969.

This report covers the period from May 1967 when the Research Coordinating Unit was officially established, through August 1969. Consultative activities concerned such matters as surveys to determine educational needs, an interagency Adult Basic Education and Skill Training project, graduate teacher education, and health occupations education. Information activities included the development and implementation of an information retrieval and dissemination system and provision of training sessions on the Educational Resources Information Center. Seventeen research projects initiated during the period studied such matters as attitudes toward vocational education, summer extended employment for home economics teachers, characteristics of undereducated adults, inservice needs of vocational educators, facilities utilization, criteria for establishing area schools, and curriculum in consumer education. Planning and development activities included a long-range follow-up study of Adult Basic Education students and institutes for Adult Education teachers, school administrators, and guidance counselors.

1970

146. A GUIDE TO FUNCTIONAL LITERACY FOR LITERACY ADMINISTRATORS AND WORKERS. Tripathi, Virendra. Literacy House (P.O. Singar Nagar, Lucknow, 5 U.P.) India. 1970.

This manual for the literacy organizer and worker is designed to instruct him in the most effective ways and means for enabling un-educated or under-educated adults in India to reach the level of functional literacy. Covered are techniques for teaching language, reading and writing to adults, for conducting a class and maintaining students' interest and for keeping track of attendance. Except for the fact that sample tests included are in Hindi, the book's material can easily be adapted to literacy education in this country. (NMC #001174)

1970

147. A REPORT ON THE 267th INSTITUTE IN ADULT EDUCATION; AN INSTITUTE IN ADULT EDUCATION FOR TEACHERS AND ADMINISTRATORS OF ABE. Atwood, H. Mason. Bureau of Studies in Adult Education, Indiana University, Bloomington, Indiana. 1970.

> This account of a teacher-training institute held in February and March, 1970, includes outlines of the structure of the two-weekend workshop, participation training and program planning discussion, concepts to implement the education of adults developed by participants, evaluation of the institute by participants, and personnel information. (NMC #001015)

148. A SUMMARY AND EVALUATION OF ADULT BASIC EDUCATION WORKSHOPS. Charles Kerr (Tennessee Department of Education) and Edward T. Brown (Southern Regional Education Board). December 1969-January 1970.

> Four in-service training workshops for ABE teachers and supervisors in middle Tennessee were held in December 1969, and January 1970. The three objectives for these workshops were: 1) to increase competency and capability of teachers and supervisors of ABE students in reading, math, and guidance and counseling; 2) to motivate use of innovative and stimulating techniques; 3) to involve higher education institutions in planning and directing workshops in order to exercise a leadership capacity in teacher preparation for ABE. Centers were established throughout Tennessee so that ABE personnel could have the availability of a well-planned and coordinated in-service education program, as well as having access to undergraduate courses in their respective geographical regions. Each training session format was the same. Participants, divided into three groups, rotated to meet with different consultants, after which they reassembled for group discussion and a written evaluation of the program. Conclusions indicate that it is imperative that pre-service and in-service programs be developed so that instructional programs for ABE exist at both undergraduate and graduate levels.

1970

149. A SYNTHESIS OF CURRENT RESEARCH IN MIGRANT EDUCATION. Schnur, James O. New Mexico State University (University Park), ERIC Clearinghouse on Rural Education and Small Schools. May 1970.

Purposes of this document are to present a broad view of migrant education which would inform educators of the current practices and procedures being employed and to provide impetus for more and better migrant education programs. The scope of this research synthesis encompasses the age range of the migrant (and his education) from cradle to adulthood. An overview of the migrant describes his economic status, family-unit philosophy, habits and living conditions, educational level, and social status. It is noted that education could help the migrant to broaden his capacities and master new skills. Existent migrant programs which provide elementary, secondary, and adult education are discussed, and emphasis tends to be on individualized instruction, English as a second language, and oral language development. The author devotes sections of his monograph to administrative developments such as interstate cooperation and record transfers, educational testing programs, health education, parental involvement in education, teacher training, and teacher aides in migrant education. Unmet needs in the education of migrants, recommendations emerging from research in terms of general education and curricula for migrants, and specific areas for needed research are presented in concluding pages of the document.

150. A WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY TEACHER TRAINING IN ADULT BASIC EDUCATION. Final Report, Volume I. Department of Education, University of Chicago, Illinois, June 1970.

The workshop was held in March, 1969 at the University of Chicago. It had two major objectives: the assembling of 100 university faculty members currently or potentially engaged in ABE teacher training and 20 leading researchers so that (a) a clear analysis of the state of the art of ABE teacher training be formulated and made available to the field, and (b) faculty members who need this information be brought up to date, thereby increasing the effectiveness of existing programs and encouraging the development of new ones. This report contains descriptions of how the Workshop was planned, the evaluative comments of the participants and tables evaluating the data collected from a questionnaire distributed nine months after the workshop took place. Both negative and positive comments have been included just as they were given by the participants. Perceptions of the Workshop director are also considered. The Workshop was sponsored by the Office of Education.

151. A WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY TEACHER TRAINING IN ADULT BASIC EDUCATION. Final Report, Volume II. Department of Education, University of Chicago, Illinois, June 1970.

Volume II is an in-depth examination of the goals and objectives of the Workshop on Adult Basic Education: The State of the Art, which was held at the University of Chicago in March, 1969. It contains a detailed analysis of the ideas presented in Volume I; the mechanics of organizing the Workshop, inviting lectures and resource people, the entire process of preparing a workshop for adult educators. Included are descriptions of the content of each group session and the session evaluations submitted by each workshop group at the end of the conference.

152. ABE GUIDANCE AND COUNSELING WORKSHOP: FINAL REPORT. Rose, Harold, Morehead State University, Morehead, Kentucky. 1970.

This report is an account of a one-week intensive workshop held June 22-26, 1970 at the Appalachian ABE Demonstration Center in Morehead, Kentucky. Included are the purpose, objectives, and program of the workshop, a description of the participants, their evaluations, and general recommendations of the Director. (NMC #000839)

153. ABE PHASE III: PROGRESS AND PROBLEMS; SEPTEMBER 1, 1969-April 1, 1970. Gonzales, Felipe, C. Southwestern Cooperative Education Laboratory, Inc. Albuquerque, New Mexico. 1970.

This interim report is concerned with the progress of the "total systems" approach attacking the educational problems of the illiterate Spanish-surnamed adults used by this project. The text includes review of the over-all progress of ideas and training methods used, evaluations of various institutions participating in the programs, evaluation of materials examined by program participants, reactions to workshops sponsored by the project, data on Clearinghouse operation, sample forms prepared by members of the project, sample abstracts of materials evaluated by the center, and minutes of various meetings held in the center. (NMC # 000070)

1970

154. ADMINISTRATIVE COMPETENCIES ESSENTIAL TO THE OPTIMUM UTILIZATION OF RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION. Griffith, William S. University of Chicago (Illinois), 1970.

Administrative competencies essential to the optimum use of resource development and utilization in adult basic education are identified as: awareness of the different meanings given to the term "adult education"; thinking through problems of division of responsibilities among institutions engaged in adult education; awareness of, and action to change, inequitable financial policies; well-thought-out program reporting system; voluntary coordinating groups at local and state levels; acquaintance with legal requirements and guidelines for all programs relating to adult education; and provision of functional linkages among personnel in the various institutions.

155. ADULT BASIC EDUCATION: CURRENT INFORMATION SOURCES, 27. ERIC Clearinghouse on Adult Education. Syracuse University, New York, March 1970.

Devoted largely to documents since 1965, this annotated bibliography on Adult Basic Education contains 261 entries. Most of these are concerned with surveys, planning, and program descriptions at the national, state, and local levels (67 entries), curriculum materials, lesson plans, and related matters (41 entries), clientele groups (including military personnel, migrant laborers, American Indians, Spanish-Americans, and prisoners), teacher manuals and guides for New Careers training, reading instruction, and other types of programs, teachers and administrators, teacher training and the broad category of recruitment, testing, counseling, and student characteristics. Historical reviews, information sources and research reviews, educational television, computer assisted instruction, and programmed instruction are also represented. The document provides notes on document availability, a list of publications by the ERIC Clearinghouse on Adult Education, and an order blank.

156. ADULT BASIC EDUCATION IN NEW MEXICO: PERSONAL GROWTH CURRICULUM. New Mexico State Department of Education. Eastern New Mexico University, Portales. February 1970.

A workbook for use by teachers in adult basic education classes concerned with personal growth, this text covers five areas. These areas are: Money Management, World of Work, Citizenship and Government, Health Education, and Family Life. Each area is presented as to the course objectives, and units of instruction are given. It is suggested that approximately 50% of the classroom time be spent on the personal growth curriculum. (Results of the Workshop held June 10-14, 1968 at Roswell campus of Eastern New Mexico University.)

1970

157. ADULT BASIC EDUCATION LIBRARY HOLDINGS 1970 - SUPPLEMENT. The University of Colorado, Boulder, 1970.

This is a supplementary catalog of books, pamphlets, and instructional materials acquired by the DHEW Region VIII Adult Basic Education Library since the publication of the previous catalog in January, 1969. It is organized by subject matter and includes administration, arithmetic, equipment and facilities, evaluation, family life education, federal legislation, foreign language instruction, GED and high school completion, health, instructional materials, language arts, migrant education, research, teacher training, and teaching techniques, tests and testing. The copies of Adult Basic Education instructional materials listed in the last section of this catalog are organized by publishers.

158. ADULT BASIC EDUCATION MANPOWER. Aker, George F. Florida State University, Tallahassee, 1970.

There is inadequate follow-up training by ABE teacher trainers; program development plans for employment of state-wide, regional and local teacher trainers, provision of technical assistance teams, and support of the efforts of colleges and universities to develop their capabilities in ABE training and development have not materialized; and the concept of individualized instruction, adult education methodology, effective use of para-professionals, and team teaching are not being implemented. However, training and development efforts by ABE training institutes, United States Office of Education special projects, national professional associations in adult education, and some universities have resulted in the preparation of a small corps of professionals skilled in staff training, material development, program planning, research, and evaluation. There should be effective use of para-professionals, training of ABE personnel outside the framework of Public School ABE, and coordination of training programs at all levels.

159. ADULT BASIC EDUCATION PROGRAM STATISTICS: STUDENTS AND STAFF DATA, July 1, 1969-June 30, 1970. National Center for Educational Statistics. Department of Health, Education, and Welfare. U. S. Office of Education. Washington, D. C. 1970.

This report presents information on adult basic education enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training for Fiscal Year 1970. In addition, it gives comparative statistics for the previous five years. Included in this publication are nine tables showing trends during the 5-year period, fourteen tables reporting FY 1970 programs, and brief descriptions of illustrative State programs offered during the year. Data contained in the report was compiled from each State's annual program report, except for reference data on the total population and its distribution. A copy of the Annual Report Form is provided in the appendix.

160. ADULT BASIC EDUCATION PROJECT, EL CENTRO HISPANO. ANNUAL REPORT 1969-70. Goodwin, Sara Hall. Council for the Spanish-Speaking. Milwaukee, Wisconsin, 1970.

This yearly report of El Centro Hispano Adult Basic Education Project in Milwaukee discusses student successes and accomplishments, innovative projects, cooperation with agencies, teacher education activities, major problems, and instructional materials. Appended are a list of staff, statistical reports, and reproductions of letters composed by the students.

161. ADULT BASIC EDUCATION READING INSTITUTE: SYLLABUS FOR TEACHER TRAINING. Edwards, John L., Director. Arizona State University, 1970.

This syllabus of a six-week intensive training course given from June 8-July 10, 1970 is divided into five main parts: 1) Teaching English as a Second Language, 2) Teaching Reading to Adults, 3) Motivation and Retention of the Adult Learner, 4) Cultural Contributions of Minority Groups, and 5) Curriculum Development. The text includes materials, speeches, group sessions, and classes conducted at the workshop, as well as materials developed by small groups there. Emphasis is on understanding the undereducated adult and his needs and adapting course materials to fit special groups. Appended are bibliographies of selected adult education materials and about Mexican-Americans, and a short Spanish glossary. (NMC #000027)

162. ADULT BASIC EDUCATION TEACHER-TRAINER INSTITUTE, REGION VII: FINAL REPORT. The University of Tulsa, Oklahoma. July 1970.

As result of this Institute, a model was developed to serve as a guide in the selection, training and supervision of paraprofessional personnel for Adult Basic Education. The model has been formalized and made available to the state directors, supervisors and teachers utilizing paraprofessionals in Arkansas, Louisiana, New Mexico, Oklahoma and Texas. The model is based on two factors. First, the paraprofessional does have a place in educational settings dealing with adult education. When used effectively, these personnel can definitely enhance the impact of a teacher upon a given educational program. Second, the paraprofessional may serve to bridge whatever gaps exist between teacher and student, and between the adult education program and the community.

163. ADULT BASIC EDUCATION TEACHER-TRAINER INSTITUTE, REGION VII (June 8-26, 1970), FINAL REPORT. Barron, William E., Project Director. The University of Texas at Austin, August 1970.

Purpose of the Institute was to provide information, materials, ideas and teaching techniques to assist Adult Basic Education teachers. Program design included leadership training planned around a group dynamics approach; introduction to the concept of behavioral objectives and training in the writing and use of them; cultural awareness training; several days of procedures and techniques in teaching reading to adults; discussion of counselor-teacher relationships; and the sharing of information and procedures used in dealing with problems in ABE programs. Lecture, independent and small group study, field trips, panels, role playing and media presentations were utilized, with the entire program well outlined in this report. Program objectives were presented and evaluated; forms were given participants each day and they were asked to rate program achievement. Evaluation of the Institute as a whole was also done by pre- and post-testing with the Sematic Differential test as well as subjective evaluation; evaluations were favorable and positive.

164. ADULT BASIC EDUCATION TEACHER TRAINING MODELS: A GUIDE FOR ADULT EDUCATION IN DEVELOPING INSERVICE TEACHER TRAINING PROGRAMS. Pumerantz, Philip. The College of Education. University of Bridgeport (Connecticut). 1970

Part of a set of materials developed by project participants, this unit is a collection of 19 teacher-training models developed during sessions of this conference. Six models are concerned with in-service training courses, six with preservice training, three with both pre- and in-service workshops, two with the concept of individualized instruction, one with retraining of ABE teachers, and one with training personnel to teach in the prison system. Emphasis throughout is on reading skills teaching techniques within a context of good teacher-student relations. (NMC #000385)

165. ADULT BASIC EDUCATION: THE STATE OF THE ART. Griffith, William S. and Ann P. Hayes (Editors). University of Chicago (Illinois), March 1970.

The central purpose of this book is to review the present state of the art in Adult Basic Education teacher training. Each of the chapters of the book was developed specifically for the Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, which was held at the University of Chicago in March 1969. The 24 chapters, which serve as a benchmark of research immediately relevant to Adult Basic Education, have been arranged in eight major categories: teacher training, adult students, testing adults, curriculum development and materials, economic considerations, programs, culture or social stratification, and overviews of Adult Basic Education: research and programs. The final chapter contains the reactions of the participants in the workshop, and appraises the central problem areas and research concerns for improving future teacher training programs.

166. ADULT EDUCATION INSTITUTE, 1969. (E.P.D.A PROJECT). FINAL REPORT AND PROGRAM EVALUATION. Langerman, Philip, Director. Des Moines Area Community College. Ankeny, Iowa. July 1, 1969-June 30, 1970.

Four twelve-week Institutes involving 360 clock hours of participation by ninety-eight persons were conducted in this training program. Curriculum for the Institutes was centered around the psychology of adult learning, cultural background of minority groups, multi-media instruction, curriculum development, innovative classroom techniques, evaluation techniques, and supervised internship. As a training model, this project attempted to show that adult education teachers need a unique type of training. By conducting the training over a long enough period of time and using selected high school graduates who have the capabilities to be trained, the void that now exists in the educational field can be filled.

1970

167. APPALACHIAN ADULT BASIC EDUCATION TEACHER-TRAINER READING WORKSHOP, JUNE 15-JULY 3, 1970: FINAL REPORT. Bailey, C. J., Harold Rose and Ann Hayes. Morehead (Kentucky) State University. 1970.

The ultimate objective of the proposed *Appalachian Adult Basic Education (ABE) Teacher-Trainer Reading Workshop is to improve the reading ability of the rural, disadvantaged population in Appalachia. In order to achieve this goal, a teacher-trainer workshop in reading is proposed. A team of four experienced adult basic educators will be selected from the Appalachian portion of 13 states. These four will undergo an intensive, pragmatic three-week training session in reading. A training syllabus in reading will be developed during the workshop for use by the trainers. The Appalachian ABE Teacher-Trainer Reading Workshop has been developed on the assumption that ABE teachers in Appalachia need more preparation in reading, particularly for rural adults. This workshop will incorporate an introduction and/or review of the reading process with a strong element of application to supplement the present skills of the ABE teacher. (* Ed. note: Abstract was written before the Workshop was conducted.)

168. BIBLIOGRAPHY ON ADULT BASIC EDUCATION. Kleis, Russell J. Michigan State University, East Lansing, Michigan. 1970.

This bibliography was compiled for administrators, counselors, teachers and papaprofessionals involved in the ENABEL program (Extern Network of Adult Basic Education Leaders). Project ENABEL participants were ABE leaders from the states of Michigan, Indiana, Illinois, Minnesota, Wisconsin and Ohio involved in providing a continuous in-service training for all types of ABE leaders and broader cooperation. The bibliography is sub-divided into a number of categories--among them: 1) teaching methods and materials; 2) English as a Second Language; 3) Curriculum and Curriculum Guides; 4) Teachers and Teacher Education; 5) Administration of ABE programs; 6) Counseling; 7) Vocational Education, etc. Organizations and publishers are listed and materials are comprehensive. (NMC #000601)

1970

169. COLLECTION OF PAPERS PREPARED FOR 1970 NATIONAL SEMINARS-ADULT BASIC EDUCATION IN CORRECTIONS. Ryan T. Antoinette, Program Director and David G. Ryans, Director. Education Research and Development Center, University of Hawaii, Honolulu.

In January and February, 1970, national seminars were held in Morgantown, West Virginia and San Dimas, California for the primary purpose of developing a model of adult basic education in corrections. Sixteen consultants and thirty-seven leaders in corrections, coming from local, state, and federal institutions were invited to present papers to the seminars. These papers provided a primary base of information for utilization by participants in creating a model for adult basic education in corrections. Included were such topics as: Use of Television for Adult Basic Education in Correctional Institutions, Individually Prescribed Instruction for GED Preparation, Using Inmates as Teachers and Tutors, A Program for Teaching Basic English to ABE Learners, Use of Inmates in Instructional Roles, Teaching Reading to Socially and Educationally Disadvantaged Adults and Manpower Development Training Programs for Adult Offenders.

170. COMMUNICATION SKILLS FOR THE SPANISH-SPEAKING AND OTHER DISADVANTAGED ADULTS (Proposal for Summer Institute, June 14-July 16, 1971). Edwards, John L., Director. Arizona State University, College of Education. Tempe, Arizona. November 10, 1970.

This Institute proposed to provide a five-week program to train ninety teachers in the teaching of communication skills for the Spanish-speaking and other disadvantaged adults of the Southwest. The major areas to be covered in the Institute would be an overview of the total field of communication skills for teaching the disadvantaged learner, teaching English as a Second Language, teaching reading to adults, teaching listening, speaking, writing and spelling to adults and developing curricula in the communication skills appropriate for the adult learner. A vital phase of this Institute is to ascertain effective criteria from which evaluation can be made and to develop evaluative skills so that individual teachers can become more effective in their respective programs.

171. CREATING EFFECTIVE LEARNING EXPERIENCES IN THE ADULT CLASSROOM. Dutton, Donnie and Gary Moss. Memphis (Tennessee) State University. January 1970.

The purpose of this study was to evaluate training given to West Tennessee Adult Basic Education teachers concerning the creation of effective learning experiences. Two workshops were held, one at Memphis State University for Shelby County personnel and one at Jackson State Community College for the rest of West Tennessee. Data were gathered from the 183 persons attending by a questionnaire and the Kropp-Verner Attitude Scale. It had been planned to examine statistical association between variables using the Chi-Square test, but due to the number of low cell frequencies, the validity of the test was subject to question. This technique was deleted from the study and hypotheses were also eliminated. In general, participants rated the workshop high or very high. It answered their questions, presented useful information and techniques, and was well conducted by the instructor. There was little difference between sex of participants and their ratings of the workshop. Older participants (35+) rated it higher than the younger, and Negros rated it higher than Whites. As years of teaching experience, either in public school or Adult Basic Education increased, ratings of the program increased. (Appendices include a sample program evaluation instruments, and comments of participants.)

172. DESIGNS FOR IN-SERVICE TRAINING PROGRAMS IN THE AREAS OF FUNCTIONAL LIVING FOR TEACHERS OF ELEMENTARY SUBJECTS FOR ADULT STUDENTS. (Guidelines for 1970-71 ABE Teacher Training in California). Camper, John H. California State Department of Education, Los Angeles. 1970.

A design of a two-week workshop to train ABE teachers in areas of health practices, home and family living, consumer education, and practical government for ABE students. Proposed activities, evaluation procedures, implementation of program, and personnel are listed. Alternate options for presenting the material in a one-day workshop or as a six-weeks university course are included with schedules.

173. DEVELOPING AND MANAGING ADULT BASIC EDUCATION PROGRAMS. Aker, George L. and Toni Powell. Florida State University, Tallahassee. March 1970.

This book is designed for executive directors in adult basic education. While primarily aimed at those new to the field, it also seeks to provide ideas to experienced directors and reinforce some of the skills and practices they have acquired. It opens with a description of the scope of the problem, noting the 20 million Americans who cannot effectively read or write (below eighth grade level of proficiency). It cites illiteracy as possibly the greatest socio-economic challenge of our time. As the ABE teacher has primary responsibility for planning, organizing, implementing, and evaluating classroom learning experience, the executive director has responsibility for planning, organizing and evaluating the overall project. His role within these categories is further defined as it related to the teaching role, research role, etc., and described in practical terms. Sections deal with means of 1) determining the needs of the target population and determining project goals, 2) translating goals and needs into specific objectives, 3) recruiting, selecting and training staff, 4) program promotion and student recruitment, 5) in-service training and staff development, 6) program implementation, 7) provision of instruction, 8) evaluation, and 9) program modification in accordance with evaluation results. The order given is generally considered the most workable order. All of these pieces must fit together to form a complete and successful program. A bibliography is included.

174. DIRECTING THE ADULT BASIC EDUCATION PROGRAM. Gartner, Richard R. Texas Education Agency, Austin, 1970.

Prepared by 47 local directors of ABE programs during a week long workshop in June of 1969, this handbook for directors covers community communications, selection of instructors, choosing materials, pre-service and in-service training, attendance, testing, curriculum planning, counseling, aides, learning centers and evaluation. (NMC #000315)

1970

175. EDUCATIONAL AND EXPERIMENTAL BACKGROUNDS OF ADULT EDUCATORS IN FRANKLIN COUNTY, OHIO AND THEIR TRAINING NEEDS. Bruny, Seifrid P. Ohio State University, Columbus, 1970.

Abstract of Ph.D. dissertation. This study was designed to be exploratory and descriptive in nature. Its purpose was to identify characteristics of adult educators in one Ohio County (Franklin) and to determine their specific training needs. Data were collected by use of mailed questionnaires, which were sent to a sample of 196 teachers and 27 administrators. The following conclusions were reached: 1) adult educators in the county considered themselves well prepared in the field of Adult Education; and 2) factors that were related in a statistically significant manner to a higher professional preparation level score were longer tenure in Adult Education, completion of college courses in Adult Education, participation in initial orientation programs, attendance at Adult Education conferences, and reading of Adult Education journals. Factors that were not related in a statistically significant manner to a higher professional level score were age, graduation from college, per cent of total working time devoted to Adult Education, participation in in-service training programs, time spent with supervisors, and membership in professional Adult Education Associations.

176. EVALUATION OF TENNESSEE ADULT BASIC EDUCATION SUPERVISORS' CONFERENCE. Dutton, Donnie and Billy J. Glover. Memphis (Tennessee) State University, October 1970.

An evaluation was made of the Tennessee Adult Basic Education Supervisors' Conference, held at Memphis State University (Memphis, Tennessee) in August, 1970. Data were gathered from the 52 local supervisors in attendance by use of a questionnaire designed to obtain demographic data and participants reactions. The Kropp-Verner Attitude Scale was used for measuring the overall effectiveness of the Conference. Inferential statistics and hypotheses were deleted from the study; only arithmetic means and frequency tables employing percentages were used. The profile of a Tennessee Adult Basic Education supervisor is that of a male, 35 or older, having a Master's degree, with two or more years teaching experience in adult basic education and two or more years as supervisor, and with more than ten years of experience in public school work at the secondary level. Responses to the evaluative items in the questionnaire showed that the conference was considered to be very successful; the Kropp-Verner Scale supported this. It is recommended that these conferences be continued at least annually. The same methodology should be employed (joint planning by local supervisors, State Department staff, and university personnel) to ensure that the total needs of the State are met.

177. FINAL EVALUATION; ADULT BASIC EDUCATION INSTITUTE FOR INSTRUCTIONAL AND SUPERVISORY GUIDELINE PLANNING. Banister, Dr. T. E. Nicholls State College, School of Education. Thibodaux, Louisiana. 1970.

This is a report of the first State-supported Adult Basic Education Institute held in Louisiana. It was a three-week workshop with three purposes: 1) development of a State Administrator's ABE Handbook for use in organizing, establishing and administering ABE programs; 2) development of a curriculum guide for ABE teachers at three different levels - grades 0-3, grades 4-8, grades 9-12 - and 3) preparation of a handbook on the utilization and training of ABE paraprofessional personnel. The report emcompasses a full report of the sessions and of participants' recommendations. (NMC #000923)

178. FINAL PROJECT REPORT: APPLICATION OF THE INDIVIDUALLY PRESCRIBED INSTRUCTIONAL SYSTEM TO ADULT BASIC EDUCATIONAL PROGRAMS IN NEVADA. Leland, Lyle L., Supervisor. Nevada State Department of Education. June 1, 1969-June 30, 1970.

The purpose of this project was to rewrite basic elementary reading and mathematics curriculum materials for use with adults in basic education programs, also to assess and test this curriculum product. Process included review of materials, selection, writing, distribution, evaluation. The product had to be adaptive to range of needs of adult students. Results: over 8000 skill page products that develop over 700 specifically stated educational objectives. Favorable conclusions were reached about general learning features of product; some recommendations for improvement are included. Many examples of the material are included in report.

179. FINAL REPORT: INSTITUTES IN ADULT BASIC EDUCATION (A TESOL PROJECT). Bartley, Diana E. The University of Wisconsin, School of Education, Milwaukee, Wisconsin. 1970.

This is a report of a three week summer Institute and Workshop designed to train teachers and other experienced personnel in the areas of English as a Second Language and Standard English as an alternate dialect for adult programs. Applied linguistics, foreign-language-teaching-methodology, cultural backgrounds, social and political history, curriculum and materials, and creativity in use of supplementary materials were covered. The Institute-Workshop participants were both professionals and para-professionals. In the areas of curriculum and materials participants were further subdivided into three groups: 1) Teaching English as a Standard Dialect, 2) Teaching English as a Second Language for heterogeneous language background groups, and 3) Teaching English as a Second Language to Spanish-speaking groups. (NMC #001395)

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1970

180. FINAL REPORT: PROJECT TO TRAIN TEACHERS IN ADULT BASIC EDUCATION CURRICULUM DEVELOPMENT (JULY 21-AUGUST 8, 1969). Ohio State University, Columbus, Ohio. 1970.

This report includes texts of speeches delivered during a three-week summer institute involving 113 participants with varying degrees of experience in adult basic education. Objectives of the workshop were to help develop skills in the preparation of curricula for adult basic education and to train leaders for conducting in-service training programs in curriculum development. It was also hoped that workshop participants would gain more insight into the characteristics of learners in ABE programs and develop the ability not only to evaluate published ABE materials but also to explore new approaches in the field to make education more meaningful for the student. (NMC #000594)

181. FINAL REPORT: TEACHER TRAINING INSTITUTES FOR ADULT BASIC EDUCATION TEACHERS. Gonzales, Felipe C., Director. Adult Basic Education Project, Southwestern Cooperative Educational Laboratory, Inc. Albuquerque, New Mexico, 1970.

This report provides a capsule evaluation of one summer Institute held in 1969, and a review of the several Institutes held during the summer of 1970. Discussion of the 1969 Institute includes the planning, speakers, participants, objectives, and evaluations of the program. Discussion of the 1970 Institutes includes summaries of the objectives, components, and evaluations of the program, and the background of the participants. Appended are agendas, evaluation sheets, and diagnostic tests developed in the workshops. (NMC #000077)

182. FIRST YEAR REPORT, 1969-1970: A SOUTHEASTERN REGION ADULT BASIC EDUCATION STAFF DEVELOPMENT PROJECT. O'Connell, William R., Jr. Southern Regional Education Board, Atlanta, Georgia. 1970.

This report, summarizing ABE teacher training efforts by the states of Alabama, Florida, Georgia, Mississippi, South Carolina and Tennessee, shows the dramatic increase in numbers of institutions of higher education cooperating through course offerings, degree programs, workshops and seminars--16 in all, of whom 13 established adult education divisions for the first time. More than 7,800 teachers, 90% of the Southeast's ABE staff, received some form of supplementary training at higher education institutions. A total of 337 ABE classes and programs in this Southeastern region were visited by college and university staff members who provided assistance in instruction and in material selection. There are other statistics and charts, a complete history of the project and a projection of activities planned for future years. (NMC #001615)

183. GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION: OFFICE OF EDUCATION -- REGION VI. FINAL REPORT, FY 1970. The University of Texas at Austin. July 1970.

> This report constitutes the final activity for the Special Project in Guidance and Counseling, Region VI, for Fiscal Year 1970. Major objectives of the second year of operation of the project were: 1) to implement, in two pilot centers in each state, an experimental guidance and counseling program for Adult Basic Education (ABE) as developed by the project in FY 1969; 2) to evaluate the effect of the guidance and counseling project on the total ABE program in the respective pilot centers; 3) to provide extensive in-service training for counselors and teachers in each of the pilot centers; 4) to encourage and assist the State ABE Departments in promoting and implementing local guidance and counseling in-service programs for teachers and counselors; 5) to conduct an in-depth, three-week professional counselor-training institute for ABE counselors in Region VI (funded by other sources); and 6) to publish the results of the combined two-year Guidance and Counseling Project and provide liaison with other USOE Regions in an attempt to encourage national efforts in guidance and counseling for undereducated adults. The organization of this report follows the pattern of the objectives. A statement of objectives for FY 1971, the third year of the project, concluded the report.

184. "GUIDELINES FOR THE DEVELOPMENT OF A LEARNING CENTER IN ABE". Sherk, John K., Jr. and Donald W. Mocker. Adult Leadership, Vol. 19 (June 1970). pp. 48-50, 61-62.

> According to the authors of this report, the guidelines for the development of an Adult Basic Education Learning Center are divided into two major categories: teacher training and curriculum. In teacher training the role of the teacher is defined in terms of diagnosis and interview, planning goals, scheduling, knowledge of materials, record-keeping, recruitment, and interaction with students. The learning center approach takes the view that the curriculum is to serve the adults in a particular community and is adaptable to best fit their needs.

185. HANDBOOK OF ADULT EDUCATION. Smith, Robert M. and others. Adult Education Association of the U. S. A., Washington, D. C. 1970.

> The 1970 edition of this handbook is an attempt to reflect the totality of adult education -- its background, function, objectives, and roles -- as a discipline and in American society. It is divided into three parts. Part I discusses forms, functions, and the future of adult education -- social setting and international dimension for adult education, program development and evaluation, information resources and services, technology, research and theory, philosophical considerations, and adult educators. Part II contains papers on institutional forms and arrangements in adult education -- colleges and universities, public schools, libraries and museums, cooperative extension service, armed forces, labor unions, business and industry, health and welfare agencies, religious institutions. The third part outlines program areas -- curriculum and content, adult basic education, education for the family, social and public responsibilities, vocational and technical education, continuing and self fulfillment education. Three appendices present a directory of participating organizations of the Committee of Adult Education Organizations, information sources in adult education, and the contents of past handbooks.

186. HUMAN RESOURCE CENTER DIRECTORY. Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico. 1970.

> A reference bank of @ 1000 persons, most living in the southwestern or western United States, who have considerable expertise in educational, socio-economic, and cultural matters as they relate to the non-English speaking Spanish-surnamed adult. Persons are listed by name, title, present occupation, academic background, assignment preference, and expertise. A separate index classifies them alphabetically by curriculum area. (NMC #000301)

1970

187. INSTITUTE FOR TRAINING ADULT BASIC EDUCATION TEACHERS (FORMERLY, TRAINING FELLOWSHIP FOR ADULT BASIC EDUCATION TEACHERS). University of Southern California, Los Angeles, 1970.

This report describes how a one-year program prepared thirty (30) people to be professional teachers of Adult Basic Education, with emphasis on teaching English as a second language. The program utilized a team structure in modular modifications of existing course structure, including modules of field experiences, directed teaching, paid experience in adult school teaching, and other innovative methods and experiences in a competency-based teacher education program. The report is an endorsement of the premise that professionalization of teaching is essential to the improvement of adult education, generally, and of Adult Basic Education, specifically. The report's conclusions agree that the USC-ABE program provides a framework for professional preparation of adult school teachers and that the project met its obligation to be a national model by being exemplary and replicable, subject to adaptation.

188. INSTITUTE IN ADMINISTRATION FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION (AUGUST 11-22, 1969). FINAL REPORT. Pumerantz, Philip. University of Bridgeport (Connecticut). March 1970.

Focusing on the continuing education of adult basic education (ABE) administrators, this 1969 training institute was set up to help local ABE program directors in New England assume new types of leadership roles with their staffs. Opening sessions consisted of an analysis of the underlying philosophy of ABE programs and of sociological factors relevant to disadvantaged adults. Crucial areas of concern to administrators were also highlighted, including ABE class scheduling, public relations, student recruitment, budgeting, funding and report forms, program supervision and evaluation, means of reducing the dropout rate, the community school concept, interpretation of pending Federal legislation, and the use of educational resources and new teaching techniques appropriate for undereducated adults. Lectures by guest speakers were backed up by workshops, large and small group discussions, and assorted practical and field experiences. Daily monitoring was used to obtain feedback and keep the institute flexible and relevant. A final questionnaire evaluation and (March 1970) a followup evaluation reunion were also conducted. A significant outcome of the institute was the request by the participants and by adult education leaders that the University of Bridgeport create a graduate program of adult educator training.

189. JOB CLASSIFICATION: ADULT BASIC EDUCATION. Claybrook, Rodney. Chattanooga Public Schools, Chattanooga, Tennessee. 1970.

This is a set of nine job classifications used by the Chattanooga ABE program. Each job is defined by broad function, responsibility, authority, typical duties, and qualifications. Staff is rated by a system whose perfect score is 100. The nine classifications included here are: 1) Counselor; 2) Director; 3) Master Teacher; 4) Paraprofessional; 5) Audio-visual Specialist; 6) Secretary (MT/ST); 7) Secretary; 8) Clerk-Typist; and 9) Staff Aide. The listings defining scope and function in each category may help directors of ABE programs or learning centers throughout the country to staff their facilities. (NMC #001016)

190. JOINT CONFERENCE REPORT, SECOND ANNUAL REGION IV CONFERENCE ON ADULT EDUCATION, AND SECOND REGIONAL INSTITUTE ON THE SOUTHEASTERN REGION ADULT BASIC EDUCATION STAFF DEVELOPMENT PROJECT. U. S. Office of Education, Department of Health, Education and Welfare. Washington, D. C., 1970.

Two simultaneous conferences, the Second Annual Region IV Conference on Adult Education and the Second Regional Institute on the Southeastern Regional Adult Basic Education Staff Development Project, were held February 14-18, 1970, at the Plaza Hotel in Daytona Beach, Florida. Considering interaction between the two conference groups to be mutually beneficial, the state directors of Adult Education and the regional staff consultants decided to combine the sessions. The defined goal of the institute was: the identification of problems, strategies, and priorities as they relate to an on-going plan for staff development at all levels in each state engaged in Adult and Adult Basic Education. Attending were local ABE personnel, teachers and supervisors, graduate students, university personnel and state agency staff. Included in this report are the activities of each work-group session and the program development in regional staff training for Adult Education programs on the state and regional level.

191. MICROVILLE. Snider, John C. and Schroeder, Wayne L. Florida State University and Colorado State University, ABE Centers. 1970.

Microville, a simulation-game recreating in miniature a community with its spread of income range, its businesses, educational centers, facilities, homes, apartments, etc., is described as an instructional aid in the establishment of ABE programs. Participants in ABE seminars learn the need to make decisions for the benefit of the community as a whole in developing ABE programs within their local area. The broad over-all view, rather than a narrow approach, is emphasized. (NMC #001319)

192. NATIONAL ASSESSMENT OF THE NEW CAREERS PROGRAM (July 1967-October 1969). U. S. Training and Employment Service, Manpower Administration. U. S. Department of Labor. Washington, D. C. April 1970.

The purpose of this assessment was to obtain information about the current status of the New Careers program nationwide. The intent of this survey was a programmatic assessment of all New Careers projects, with an examination of such areas as project operations, demographic status of the enrollee population, and user agency practices. Data was collected by surveying regional and project offices and by structured interviews at all program levels.

193. 1970 NATIONAL INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION. Buskey, John. University of Maryland, College of Arts and Sciences. 1970.

The purpose of this three-week summer institute was to train adult educators in techniques and uses of instructional television and to acquaint TV technicians with problems and goals in adult basic education. The overall aim of the training session was to give television more than its previously marginal role in ABE programs. Participants were from 18 states and Puerto Rico. The first week was devoted to orientation and discussion of problems of the disadvantaged adult from both urban and rural areas. The second and third weeks were spent in organizing "teams" from the various states to produce video-taped programs suitable for the audiences they were trying to reach. Evaluation was also made of existing programs throughout the nation so that they could be broadened and improved. (NMC #00832)

194. NATIONAL INSTITUTE ON RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION, Final Project Report. Aker, George F. and Wayne L. Schroeder. Florida State University, Tallahassee, June 1970.

This two-week Institute was designed to provide as many human and material resources as possible for use by the State Directors in analyzing the magnitude of their tasks, their individual and collective roles, and in developing imaginative "plans for action" to maximize the effective use of resources in adult basic education. The major objectives of the workshop were to enhance the creative capabilities of the participants, to perfect their communication, perceptual and problem-solving skills, and to put into action innovative ideas to help overcome certain problems which inhibit the impact and effectiveness of adult basic education. Specific procedures were developed to satisfy selected criteria in the following areas: program planning, staff selection and development, identification of "critical problem areas," development of materials and research library, participant involvement, conference management and evaluation. Several models for improving adult basic education were developed, priorities for further management training on the part of State staff members were identified, and directions for needed behavioral science research in adult basic education were recommended.

195. NEW CAREERS FOR THE SUBPROFESSIONAL. Yabroff, Bernard and Marc A. Matland. National Center for Educational Research and Development. Department of Health, Education and Welfare, U. S. Office of Education. Washington, D. C. 1970.

The result of a conference on the employment of subprofessionals in human services occupations, this booklet considers the dual role of the schools in both preparing and employing subprofessionals to fill skilled manpower shortages. Noting that New Careers programs fail when administrators and professionals do not accept the subprofessional in a permanent job with career opportunities, the booklet describes the steps necessary to institute a successful program, namely: 1) job design and career development, 2) career ladders in health and education, 3) recruitment, selection, and training, 4) released time training, and 5) budgeting and planning. This report is based on a full conference report which is available as ED 029 169 (RIE October 1969).

196. OCCUPATIONAL CHANGE AND THE CHOICE OF TEACHING AS A NEW CAREER. Londoner, Carroll Alton. Indiana University, Bloomington. March 1970.

A study was made of how job factors, as related to age and sex, induce persons educated and working in one career to leave and then choose teaching as a new career. Subjects (45 graduate students in an Indiana University Teacher Certification Program) ranged in age from 25 to 55 and had undergraduate backgrounds in fields other than education. They were administered a specially developed questionnaire and rating scale. Men aged 24-39 were more dissatisfied by the factors as a whole than comparable women. Regardless of sex, subjects aged 24-29 tended to be dissatisfied with opportunities for promotion, decision making, and personal growth; level of job creativity and challenge; responsibility for the efforts of self and others; recognition by peers; managerial foresight and planning; interpersonal relations; use of their abilities; existing sense of pride and success; and supervision. Most of these factors may have influenced persons 30-34 to leave their careers. Men and women differed on work with young people, social progress, and commitment as factors leading them to choose teaching. These and other findings led to the conclusion that age, but not sex, is relevant to leaving one's old job in favor of teaching.

197. OHIO SEMINAR FOR ADMINISTRATORS OF ADULT BASIC EDUCATION (September 18-19, 1969). Horn, R. A. Ohio State Department of Education, Columbus, 1970.

Emphasis at the 1969 seminar was to identify problems in Ohio's Adult Basic Education program, with specific reference to student recruitment and retention, and to consider collectively, among ABE administrators present, possible solutions to the problem. Texts of speeches delivered by experts in the field who were guest lecturers at the two-day seminar comprise the "text". Recruitment strategies suggested include two-way referral systems through inter-agency cooperation; development of ties with community-based groups, the use of volunteers and of the many areas of "indirect" approaches--radio promotionals, TV announcements, ads, posters, mailings, brochures, etc. Emphasis was placed on the need to "sell" one's ABE program. (NMC #000600)

198. PROCEEDINGS OF THE EVALUATION SEMINAR JUNE 5 AND 6, 1970. Brown, Edward T. Southern Regional Education Board, Atlanta, Georgia. 1970.

This report summarizes and evaluates an abbreviated seminar (a two-day program) for directors of summer institutes whose purpose was to teach methods of instruction and evaluation so that techniques for improving on-going ABE programs, or for comparing one program with another, could be refined for easier adoption by these ABE leaders in their own programming. (NMC #001406)

199. PROFESSIONAL PAPERS, PRESENTED AT THIRD REGIONAL SEMINAR, SOUTHEASTERN REGION, ADULT BASIC EDUCATION STAFF DEVELOPMENT PROJECT. New Orleans, Louisiana, May 1970.

Two of the papers deal specifically with the university-based activities: Marshall Morrison's discussion of identifying and developing institutional support and Katherine Mosley's discussion of graduate student preparation and related field experiences. Two of the papers deal directly with teacher-training activities that would enhance learning for adults. Robert Snyder's paper shows the relevance of teacher-trainer teams which are used as statewide in-service resource groups, while the implementations of individualizing instruction for ABE teacher training are discussed by John Peters. Arthur Madry's presentation on the role of administrators examines the types of experiences that should be included in training programs for leadership personnel in this field. Certification standards and their implication for staff development of adult educators are discussed by Hilton Bonniwell. The Seminar was aimed at developing on-going self-supporting training programs within each state. The concentration was upon assisting key persons in State Education Departments and universities to develop preservice training of staff for adult basic education.

200. 1969-1970 PROGRAM EVALUATION OF ADULT BASIC EDUCATION (A.B.E.). Matthews Educational and Management Systems Consultants. Corvallis, Oregon, 1970.

An evaluative study was conducted in Oregon of Adult Basic Education programs in progress during the school year 1969-70. Depth interviews were held with local administrators, teachers of A.B.E., program counselors, and a random sampling of A.B.E. students. An oral questionnaire was used and a self-study questionnaire was sent in advance of a visit. The largest majority of students were married with families to support. The majority had completed eighth grade or further, yet were still semi-illiterate. One half had lived in Oregon more than six years. The greatest number of teachers had been employed in the program only one year, but almost as many had been employed since the beginning (four years). Most had not taught adults before. They felt a real need of training. The main weakness of the program, as identified by teachers, was inadequate teaching materials, including inadequate tests. This might be partly due to lack of understanding of the new hardware and programmed materials. Some very fine counseling was observed. The average cost per student this fiscal year was $115. The mean average reading score increased 1.6 grade levels this year. The cost to raise one student one grade level was $80.

201. PROGRAM: MULTIREGIONAL INSTITUTE TO PREPARE LOCAL ADULT BASIC EDUCATION ADMINISTRATORS TO BECOME TRAINERS OF ADULT BASIC EDUCATION TEACHERS, August 10-28, 1970 . Pumerantz, Philip. Department of Education, University of Bridgeport, Connecticut. 1970.

Organized around the theme: Self-fulfillment through Individualization of Instruction, the general objectives of the Institute include the expansion of the insight and understanding of teacher-learning in Adult Basic Education and an identification of gaps in knowledge and problem areas which can be handled in training and research, and the development of teacher-training models. The Director's expectations of workshop participants stress the ability to relate realistically to the undereducated adult, to design program models and curriculum materials, and to write a philosophy of Adult Basic Education showing commitment to educational innovation and change. The program components of the session, detailed time schedules of the workshops, the Institute Training Design, and the names and addresses of the staff, instructors, and advisory council are provided. A follow-up program is planned to evaluate the effectiveness of the workshop in implementing plans of action, to provide technical assistance to the participants, and to identify local needs. Appended are outlines of two Simulation Games developed by workshop participants. (NMC #000005)

202. PROGRESS REPORT I: TEACHER TRAINING FOR ADULT BASIC EDUCATION TEACHERS; SPECIAL EMPHASIS ON CULTURAL AWARENESS, INNOVATIVE PROGRAMS, MICRO-TEACHING, BEHAVIORAL OBJECTIVES AND PERFORMANCE CRITERIA. Gonzales, Felipe C., Director. Adult Basic Education Project, Southwestern Cooperative Educational Laboratory, Inc. Albuquerque, New Mexico, 1970.

This report is a summary of the composition and format of three summer Institutes attended by Adult Basic Education teachers. Emphasis is on the Mexican-American undereducated adult. Evaluation sheets written by program participants are included. (NMC #000074)

203. PROGRESS REPORT II: TEACHER TRAINING FOR ADULT BASIC EDUCATION TEACHERS; SPECIAL EMPHASIS ON CULTURAL AWARENESS, INNOVATIVE PROGRAMS, MICRO-TEACHING, BEHAVIORAL OBJECTIVES AND PERFORMANCE CRITERIA. Gonzales, Felipe C., Director. Adult Basic Education Project, Southwestern Cooperative Educational Laboratory, Inc. Albuquerque, New Mexico, 1970.

This report contains the composition and format of three summer workshops attended by teachers of undereducated adults, with emphasis on the Mexican-American adult student. The text includes a summary of the background of the program, data about the participants, and several evaluation sheets written by program participants. (NMC #000073)

204. PROGRESS REPORT III: TEACHER TRAINING FOR ADULT BASIC EDUCATION TEACHERS; SPECIAL EMPHASIS ON CULTURAL AWARENESS, INNOVATIVE PROGRAMS, MICRO-TEACHING, BEHAVIORAL OBJECTIVES AND PERFORMANCE CRITERIA. Gonzales, Felipe C., Director. Adult Basic Education Project, Southwestern Cooperative Educational Laboratory, Inc. Albuquerque, New Mexico, 1970.

> This report is concerned with five summer workshops attended by teachers and administrators of Adult Basic Education programs in the Southwest. The text includes biographical sketches of several speakers, with abstracts and the texts of their speeches, along with photographs of the speakers and some participants. (NMC #000072)

205. PROJECT INTERCHANGE: FINAL REPORT. National Education Association and U. S. Department of Labor. Washington, D. C. February 1970.

> This is an evaluation of the first two years of Project Interchange, an effort to identify possible innovations in public schools resulting from Job Corps experience. The report concludes that in the four demonstration cities selected, Job Corps methodology and materials were feasible when introduced into public schools and produced marked gains wherever implementation had been seriously attempted.

206. PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY. Keltz, Dave and Bill Milligan. Department of Health, Education and Welfare. Washington, D. C., 1970.

> A demonstration was designed in Butte, Montana, to experiment with the use of volunteers in a Homebound method of Adult Basic Education in urban areas. A two-week intensive training session was conducted for six trained teachers, twelve teacher aides, and thirty volunteers. These were divided into teams composed of a teacher, two teacher aides, and five volunteers, and assigned to different areas of Butte. The volunteers would offer an ABE class in a private home once a week with the help of the teacher--using materials prepared by the teacher aides. Continuous inservice training would be given to both aides and volunteers by certified teachers and consultants. A followup study was conducted in November, 1970, to ascertain that student needs were being met adequately. The overall response to the Homebound program was favorable. A survey of need in Butte has shown that the project should enlarge its curriculum to serve adults with less than high school education.

207. "RESOURCES FOR STAFF DEVELOPMENT IN ADULT BASIC EDUCATION". Krietlow, Burton. National Institute on Resource Development and Utilization in Adult Basic Education. Florida State University, Tallahassee. (June 1969-June 1970). pp. 92-123.

Based on the assumption that the traditional federally-funded summer workshops will not meet the long-term training needs of the field, an ABE Staff Development Process Model is being suggested. The model, which can be viewed as a sapiential authority model (competency based), emphasizes communication and cooperation between State Departments of Education, local public education programs and institutions of higher learning, in order to identify and utilize the most competent people and best facilities. Finally, using this model as a base, the report proposes fifteen alternative plans for staff development in Adult Basic Education.

208. RESOURCES FOR THE ESL TEACHER. Flaherty, Jane F., Compiler. Newark State College, Adult Education Resource Center. Union, New Jersey, September 1970.

This document lists resources available to teachers of English as a Second Language (ESL), mainly in the field of adult education. Included are textbooks and reading materials, filmstrips, audio-visual aids, and professional readings for ESL and Adult Basic Education teachers. A section on ESL test preparation and references on testing are included. There are also lists of organizations and resource centers for ESL teachers.

209. SELECTING ADULT BASIC EDUCATION MATERIALS. Dutton, Donnie. Memphis (Tennessee) State University, May 1970.

Resource Document and Workshop Report. The topic of the West Tennessee Adult Basic Education Workshop, held at Jackson, Tennessee in April 1970, was the selection of Adult Basic Education materials. 89 persons (teachers and supervisors) attended. This report contains an edited form of the presentation and the results of the evaluation. A profile of the Adult Basic Education population in West Tennessee was compared with a national profile; characteristics of the adult learner and how these characteristics affect his learning were discussed; reading skills were reviewed; and characteristics of the most widely used, commercially produced materials in the country were described. Data were gathered on demography, participant reactions, and the overall effectiveness of the instructor. The Kropp-Verner Attitude Scale was administered to obtain a composite rating of the workshop. The average participant was female, Negro, 40 or older, and married. Less than 30% had Master's degrees, but about one-half had had more than two years experience in Adult Education. The workshop and the instructor were rated very positively, as was the overall value of the workshop.

210. SEMINAR REPORT: THIRD REGIONAL SEMINAR, SOUTHEASTERN REGION ADULT BASIC EDUCATION STAFF DEVELOPMENT PROJECT. (May 5 - 10, 1970. New Orleans, Louisiana). Southern Regional Education Board. Atlanta, Georgia. May 1970.

In this regional seminar, the third in a series sponsored by the Southeastern Region ABE Staff Development Project of the SREB, staff associates were added to the planning group; thus the seminar design reflected the joint thinking of regional staff, consultants, and state department staffs. Like the preceding two seminars, this one was presented to enable the 8 states to cooperate in identifying their common problems and needs, and to formulate plans for state staff development programs. Ideas of various resource groups at all levels from throughout the region were incorporated into the seminar. Group discussions with feedback sessions were held, followed by the presentation of a model training design and individual state meetings. State reports on plans and progress were evaluated in a general session.

211. SUPERVISION IN ADULT BASIC EDUCATION. Dutton, Donnie and Billy J. Glover, Compilers. Memphis (Tennessee) State University, November 1970.

The Tennessee Adult Basic Education Supervisors' Conference was held at Memphis State University in August, 1970. Objectives were to provide information for the local supervisors on: the purpose of Adult Basic Education programs, guidelines and plans under which they have to operate, teacher training, the results of the Tennessee State evaluation in Adult Basic Education conducted by Memphis State University, the financial system under which programs operate, curriculum development, and the role of the supervisor in the program. This document contains only the presentations made by staff and consultants on these subjects. The appendix gives the program and lists staff, consultants, and participants.

212. TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: UNITED STATES ACTIVITIES, 1969. Kreidler, Carol J. and Dorothy A. Pedtke, Editors. June 1970.

The following report summarizes a number of United States activities in or related to the teaching of English to speakers of other languages. The report, while not exhaustive, attempts to be representative. (Mention has been omitted of projects which dealt only or chiefly with the teaching of standard English to speakers of other dialects.) Sources of information include reports from federal, state, and city government agencies; universities, foundations, and other private organizations; articles and notices in newsletters and professional journals; brochures; and personal contact. Sections cover: 1) English language teaching and teacher training in the United States; 2) English language teaching and teacher training overseas; and 3) materials, testing and research. An index of organizations and addresses is appended. This report is usually prepared by the English for Speakers of Other Languages Program of the Center for Applied Linguistics as part of the American presentation at the International Conference on Second Language Problems (which did not meet in 1970).

213. TESOL 1967-1968: A SURVEY. Croft, Kenneth. Teachers of English to Speakers of Other Languages. Georgetown University, Washington, D. C. 1970.

The first part of this survey is an introduction to the development of the TESOL Organization (Teachers of English to Speakers of Other Languages) and its professional activities, such as teacher training and experimental work with teaching English as a second dialect. The second part of the 1967-1968 international TESOL bibliography, which lists works in the following fifteen categories: 1) Surveys and Bibliographies, 2) Teaching in Specific Places to Specific Groups, 3) General Methodology, 4) Pronunciation, 5) Grammar, 6) Reading, 7) Composition, 8) Vocabulary, 9) Literature, 10) Testing, 11) Teaching Aids, 12) Teacher Training, 13) Bilingual Education, 14) Standard English as a Second Dialect, and 15) Other Related Matters.

214. THE DIRECTORY OF ADULT EDUCATION ORGANIZATIONS, 1970. Vaughn, Betty Jane. The Library of Continuing Education. Syracuse (New York) University. January 1970.

This 1970 directory of adult education organizations lists those which participated in the Galaxy Conference and provides information on their services and publications; lists other agencies concerned with adult education throughout the United States and Canada; tells about some of the international adult education organizations; and gives the names and addresses of organizations which might be of interest.

1970

215. TOWARD A JOINT ATTACK ON FUNCTIONAL ILLITERACY; PROCEEDINGS OF THE OZARK-APPALACHIA CONFERENCE, HOT SPRINGS, ARKANSAS, NOVEMBER 3-4, 1969. Pilcher, Palmer C. University of Arkansas, Fayetteville, Arkansas 1970.

Conference participants were ABE specialists from eight states--Arkansas, Mississippi, Texas, New Mexico, Kentucky, Illinois, Arizona and California--the majority of these states with large land areas, low densities of population, tremendous numbers of functionally illiterate, unemployed or under-employed persons. The basic questions which the conference attacked were: how to reach this largely untapped student potential; how to give each person a sense of self-esteem along with basic reading, arithmetic, writing and job skills; and how to choose personnel and materials designed specifically for the people of these areas. Stress was placed by the six major speakers on the need for more extensive use of paraprofessionals; on continuous in-service training programs; on preparing videotaped materials for students to use at home as well as in school; on establishing resource centers to test new methods and materials; and on gearing one's ABE program to the specific needs of a geographic area. (NMC #000596)

216. TOWARD A TECHNOLOGICAL BREAKTHOUGH TO LITERACY. Parke, Margaret B. City University of New York (Brooklyn), August 1970.

The UNESCO Courier's estimate of 700 million totally illiterate persons world wide and estimate of 10 million functionally illiterate persons in the United States are cited. Advantages of being literate are discussed which pertain to the welfare of the individual himself and society in general. The 16 trends in the development of literacy programs in the United States noted in the report cover the total illiterate populations spanning all age groups. Some of the current trends described revolve around teaching approaches, teaching personnel and the involvement of specialists from allied fields, the use of printed materials as well as hardware, research emphasis, and evaluation of the entire field. Considered separately is the technological equipment currently being used and possibilities for its future use. Attention is called to the dangers inherent in the technological revolution as well as the benefits that can result from meeting the needs of people on an individual basis. Recommendations are made to the universities and colleges on the basis of research findings assembled in the 1960's. Programs concerned with teacher education as it relates to literacy instruction are listed, but the need for a nationwide expansion of such programs is emphasized. A bibliography is included.

217. TRAINING MODEL FOR ADULT BASIC EDUCATION READING TEACHERS. Mocker, Donald W. University of Missouri, Kansas City, Missouri. 1970.

This five-week summer institute for fifty ABE teachers concentrated on helping them to understand adult reading problems and trained them to initiate teacher-training programs on their own upon their return to schools in their own communities. Six areas were emphasized: 1) classification of reading ability; 2) diagnostic procedures for measuring reading disability; 3) teaching of reading; 4) new methodology in teaching of reading to adults; 5) materials to be used for reading instruction; and 6) evaluation of reading methods and materials. Practical application of learned skills was stressed--students practiced on each other and on adult students. (NMC #001024)

218. TRAINING NEEDS OF INSTRUCTORS IN ADULT BASIC EDUCATION PROGRAMS IN BRITISH COLUMBIA. Davison, Catherine V. British Columbia University, Vancouver, 1970.

The purpose of this study was to describe the qualifications of the 46 instructors in Adult Basic Education in British Columbia, to assess their awareness of the Adult Basic Education process, and to inventory their perceived need for training. Data were gathered on socio-economic characteristics of the instructors, job satisfaction, and the importance attached by instructors to certain aspects of the instructional task. The instructors were found to be largely former teachers and to consider this job as a part-time or stop-gap occupation. They are almost evenly distributed by sex, are in the middle age range, and not overly active in community affairs. Responses to an attitude scale suggest that many instructors transfer their previous notions and experience with teaching children and are not aware that adults differ from children in many ways. Although 38 felt they needed further training, only a few were prepared to spend more than a minimum amount of time participating in programs. A sequential series of one-day institutes could be planned with each devoted to a single content area. (The interview schedule and a bibliography are included).

219. UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH LESS-ADVANTAGED ADULTS IN METROPOLITAN AREAS. FINAL REPORT. Stevenson, William W. and others. Oklahoma State Department of Vocational and Technical Education, and Oklahoma State University (Stillwater), September 1970.

A two-week Institute was held to orient participants to the world of the disadvantaged and to give them ideas on methods of training teachers for disadvantaged adults. The 77 participants-- including teacher educators, teachers, community workers, State Department of Education personnel, and counselors--attended lectures by consultants from the School of Occupational and Adult Education at Oklahoma State University, the State Department of Vocational and Technical Education, and the Area Manpower Institutes for Development of Staff, and participated in small-group discussions. An important feature of the Institute was a live-in arrangement whereby participants spent four nights in the home of a disadvantaged family. Most participants evaluated the Institute favorably. In addition, a 4-month followup found that most participants subsequently engaged in one or more activities designed to improve education for the disadvantaged. The report includes lists of participants and consultants, a schedule of daily activities, and some of the evaluation forms developed.

220. WORKSHOP IN ADULT BASIC EDUCATION (JUNE 23 - JULY 10, 1970). Ohliger, John and Lori, Editors. Ohio State University, Columbus, 1970.

A workshop on adult basic education (ABE), held at Ohio State University, was organized around the team approach in developing a model learning center, field experiences in the Columbus area, and speeches by special consultants. This document presents these speeches--on such topics as adult learning, psychological characteristics of ABE participants, reading instruction, teaching English as a second language, instructional materials, the role of the teacher, learning centers in the large city, reading and language, and evaluation. The appendix includes a report of the development of an ABE learning center, a bibliography, and a roster of participants.

221. ABC'S OF ADULT EDUCATION--VOLUME 1, 1971--ADULT, BROAD-BASED, CHRISTIAN. Losoncy, Lawrence J. and Banules, Richard. NC Publications, Inc., Washington, D. C. 1971

A parish-oriented approach to adult education, this booklet covers not only guidelines for setting up adult education programs in religion, but also in basic adult education, vocational education and general subjects. Whatever group needs help--whether it is a minority group in the community, those in prison, the elderly, the handicapped, the shut-in--a program can be set up the reader is told. Sample adult development questionnaires prepared by churches over the country are included as starting-off points. Group dynamics are discussed in depth. The booklet's emphasis is on the ever-broadening role of the church in stabilizing home and community life and in helping people to grow in outlook. (NMC #001708)

222. ABE STAFF TRAINING: A NEW CONCEPTUAL MODEL FOR ADULT BASIC EDUCATION STAFF TRAINING WITH APPLICATION TO CORRECTIONS, NEW CAREERS AND MIGRANT EDUCATION. Hoffman, Hy and Jules Pagano. The Adult Education Association of the U.S.A., Washington, D. C. October 1971.

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches for the purpose of designing new training models. To accomplish this, the following activities were carried out: a review of the professional literature; field visits; and a direct mail survey. Particular attention was paid to training programs and models judged most effective in dealing with those special problems inherent in the conditions of poverty; most supported in program rationale by accurate and extensively documented results; and most resourceful in management and professional/paraprofessional staffing patterns. The study has indentified the nature and scope of staff ABE training needs. The findings are reflected in a conceptual model for application to three ABE settings: in corrections, in New Careers, and in migrant education. Appendix A, an annotated bibliography, contains 114 items of research and investigation on adult basic education staff training, representative of the literature from 1965 to 1970 of the U. S. as well as other countries.

223. ABE TEACHER TRAINING WORKSHOP: MISSOURI. Divita, Charles, Jr. and Judy Smith. Project Communi-link, Colorado State University, Fort Collins. November 1971.

An in-depth workshop on ABE; its goal, to help participants become more effective "learning facilitators" for undereducated adults. Instructional objectives for understanding and teaching ABE students are presented, with ways in which objectives were implemented in workshops. Ideas included are: differences in the learning situation for adults; physiological, sociological, and psychological distinctions between pre-adults and adults and their implications; characteristics of undereducated adults. Also included are an excerpt from NAPSAE's Techniques for Teachers of Adults, and a form for workshop evaluation.

224. ADDRESS TO THE OPENING GENERAL SESSION, FIFTH ANNUAL TESOL CONVENTION, 1971. Dodd, William J. Teachers of English to Speakers of Other Languages, Georgetown University, Washington, D. C., March 1971.

Speech presented at the Fifth Annual TESOL Convention, New Orleans, Louisiana, March 4, 1971. The State of Louisiana has instituted a number of educational programs to meet the needs of a large French-and Spanish-speaking population. For the French-speaking population, the program is designed to improve and expand the teaching of French at all educational levels and to preserve and protect the French cultural heritage. Contact and exchanges with the governments of France and Quebec are a key part of the program. For the Spanish-speaking population, there are English as a Second Language programs. An extensive bilingual program for teaching Spanish and English at all educational levels has been proposed. Exchange programs with Costa Rica play an important role in preparing teachers for teaching Spanish and English to Spanish-speakers.

1971

225. ADULT BASIC EDUCATION FOR URBAN CLIENTS. Teacher Training Conference (For teachers in Regions IV and V). University of Chicago. August 1-13, 1971.

    This conference was planned to acquaint participants with self-directed learning; each was offered an opportunity to develop and pursue his own objectives for the conference, select appropriate learning activities, and evaluate his own progress. Major and minor courses, elective activities, clinical activities, and informal seminars were offered. Checklists for assessing choices and objectives were included along with a clearly-defined plan for this self-selected and self-directed learning. Basically, the participants were involved in the process of their own learning, with little of the usual dependence on the learning group leaders.

226. ADULT BASIC EDUCATION IN CORRECTIONS: A REGIONAL SEMINAR PROGRAM. Ryan, T. A. Bureau of Conferences and Institutes, The University of Colorado (Boulder). January 16-26, 1971.

    The purpose of this program was to train selected decision-makers in the use of generalized models and delivery systems of adult basic education in corrections; and the development of delivery systems for management of adult basic education geared to the needs and characteristics of specific correctional institutions. The report includes a detailed daily schedule, list of conference personnel and participant roster.

227. ADULT EDUCATION AND ADULT BASIC EDUCATION IN AMERICA. Bowden, William L. (President, Southwestern at Memphis). Southern Regional Education Board. Atlanta, Georgia. October 1971.

    Beginning with the background of the SREB mission in adult education, Dr. Bowden presents a broad overview of the history of adult education in the United States, and discusses the philosophy and the psychology of adult learning in general. The rationale for adult basic education is then outlined and the progress in that area described. Believing that the teacher is the key in these programs, the author stresses the need for competent teachers and for institutional programs of graduate studies for training teachers in the field of adult basic education.

228. COOPERATIVE PROGRAM IMPROVEMENT: AN EXPERIMENT IN ABE IN-SERVICE TRAINING, FINAL REPORT (DOOLITTLE FAMILY EDUCATION CENTER EXPERIMENTAL IN-SERVICE TRAINING PROJECT, 1970- 71). Griffith, William S., Phyllis M. Cunningham, and Stephen A. Treffman. University of Chicago (Illinois), October 1971.

This document, consisting of seven chapters and 12 appendices, is a full final report of the Doolittle Family Education Center Experimental In-Service Training Project. Chapter II consists of the history and plan of the project, including an explanation of the framework of the model that was used to conceptualize the project. Chapter III is a report of the sequence of events associated with the execution of the project, and Chapter IV sets forth the priority ordering of the problems and solutions identified by the students and professional personnel associated with the Doolittle Center. Chapter V is a report of the perceptions of the project staff from the University of Chicago regarding the operation of the project. Chapter VI is a description of the revised model for an in-service training program for an ABE center; and Chapter VII is a listing of the conclusions reached by the project staff following their analysis of the data presented in the preceding chapters. Twenty tables illustrate the data obtained and discussed in the text.

229. DIRECTIONS IN ADULT EDUCATION. Supplement to PHASE III REPORT: Office of Education (Region VII) Guidance and Counseling Project for Adult Basic Education. Barron, William E., Project Director. The University of Texas at Austin, June 1971.

The purpose of this report is to present ways in which higher education can contribute to the improvement of ABE; proposed programs and activities are set forth in the five chapters. The following topics are presented: social and psychological factors in adult education (social class, motivation, teacher attitude, etc.,); methods and materials in such areas as consumer education, family health, leisure activities, vocational development; the orientation of ABE classes to a "life skills" approach (individualized assessment and curricula); the complex relationship between an individual and his work; and the use of group counseling and discussions in adult education. An appendix describes two Master's degree programs in adult education, at Nicholls State University (Louisiana) and Texas A & M University.

1971

230. EDUCATING THE ACTION VOLUNTEER: A CURRICULUM IN THEORY AND PRACTICE at Federal City College. Nichols, Herb, Project Director. Division of Community Education. Washington, D. C. 1971.

This paper describes the basis for Federal City College's part in the federally sponsored plan to assist cooperation within local volunteer programs and to coordinate federal volunteer programs, providing a practical and theoretical academic and community service oriented program. Skills for community service are the main focus of the program, using the guidelines of the federal ACTION agency. The degree program provides training, experience, and study in local service agencies, some of which are listed. The general objective is to allow one to plan a degree program individualized to his special field experience and normal academic objectives. Other information included is: criteria for selecting volunteers, recruitment, academic components, evaluation, and the three-phase orientation and training program.

231. EVALUATION OF ADULT BASIC EDUCATION ADJUNCT TRAINING SYSTEMS. Paige, Joseph C. and Herb Nichols. The Adult Education Research Conference. New York. February 2-5, 1971.

This document shows the application of the educational systems approach to determine validity of ABE training as related to an overall skills development program. It gives the criteria and objectives looked for in a study evaluating the effectiveness of the ABE component in six MDTA skills training centers. Four areas of development for ABE learners are suggested: communications, computation, health, and economic skills development. A four-phase process was used, involving learner assessment, instructional strategy, operational training program, and post-training, in a thorough approach to evaluation. Because of inability to measure post-training achievement (phase four), only the first three phases were evaluated. The findings were not presented in this report.

232. FINAL REPORT: INSTITUTES IN ADULT BASIC EDUCATION (A TESOL PROJECT). 1971. Bartley, Diana E. and Russell H. School of Education, the University of Wisconsin, Milwaukee, Wisconsin. 1971.

This report is a summary of two three-week institutes for training experienced teachers in methods of teaching Standard English to adults with an education equivalency of eighth grade or less, most of them foreign-born. Background was provided participants in the linguistic, cultural and historical areas; workshops dealt with curricular problems common to all groups. Participants were divided into three main groups: 1) Teaching Standard English to Black non-standard dialect speakers, 2) Teaching Standard English to Spanish non-standard dialect speakers, 3) Teaching Standard English to foreign-born adults from heterogeneous language backgrounds. (NMC #001324)

1971

233. FINAL REPORT: TEACHER TRAINING WORKSHOPS IN ADULT BASIC EDUCATION FOR READING TEACHERS AND READING SPECIALISTS. Mitchell, Dr. Ronald W. International Reading Association, Newark, Delaware. 1971.

The purpose of this project was to test and refine a model for a training program to give reading specialists additional theoretical and practical background needed to work effectively in ABE reading programs. While lectures, demonstrations and workshops took up a portion of the three four-week workshops, the major thrust was directed to giving each participant an opportunity to work directly with students enrolled at the local ABE center. (NMC #001393)

234. FIRST YEAR REPORT, 1970-71: HIGHER EDUCATION ADMINISTRATORS' INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION. Caskey, Dr. Charles F. Graduate School of Education, University of Utah. 1971.

The purpose of this Institute was to provide leaders, deans and department chairmen in colleges and universities west of the Mississippi with leadership knowledge and skills necessary to organize and conduct programs for training teachers in adult education. A workshop, summarized separately in a companion booklet, (see abstract #001392) was part of the Institute strategy the first year of operation. Other aspects were formation of an Advisory Committee and planning group to assist the Institute Staff and a Consultation phase during which participating institutions would have available to them adult education experts to help set up or expand their adult teacher education programs. (NMC #001391)

235. GUIDELINES FOR ADULT BASIC EDUCATION VOLUNTEERS. Leppert, Alice M. Church Women United, New York, New York. 1971.

This booklet contains suggestions for setting up ABE tutorial programs in communities throughout the country where such services are minimal or non-existent and for supplementing such services where they do exist. Stressing the fact that every adult has a "right to read," the first part of the pamphlet discusses the problem of the under-educated adult and lists federal, state and community agencies throughout the country working on eliminating functional illiteracy. The second section lists qualities needed by volunteers. A special section of the book spells out basics in the formation of a local unit of ABE volunteers. The last part contains a sample reading inventory and other reference materials. (NMC #000911)

236. IMPROVING EVALUATION OF ADULT BASIC EDUCATION: SOME CONCEPTUAL AND ANALYTICAL AIDS. Divita, Charles, Jr. Florida State University, Tallahassee, February 1971.

While objectives of ABE have been clear, program evaluations have not been satisfactory; systematic and analytical evaluations have not been made. A need exists for models for study and analysis of ABE programs. After reviewing several existing evaluation models (Tylerian, Accreditation, Discrepancy, CIPP, and Stake's) the author concludes that none are sufficiently explicit as to operation and implementation, and that models specifically related to ABE are needed. He then proceeds to develop and explore such models: an ideal ABE system, ABE system inputs, the evaluation of inputs in relation to outputs, the evaluation of instrumental objectives, a hierarchy of objectives, and an output evaluation model.

237. PARTICIPATION IN ADULT EDUCATION: INITIAL REPORT, 1969. Okes, Imogene. National Center for Educational Statistics. Department of Health, Education and Welfare. U. S. Office of Education. Washington, D. C. 1971.

This report presents data from a nationwide study of the people who participate in adult education activities. Information was obtained about both adult education and the characteristics of the people who do and do not take adult education classes. The document includes a section on the context for analysis and a section on the analysis of participation. Sampling and data retrieval techniques, along with a copy of the survey instrument, are also included.

238. PHASE III REPORT, FY 1971: OFFICE OF EDUCATION - REGION VI (formerly Region VII) - GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION. B[illegible]ron, William E., Project Director. The University of Texas at Austin, July 1971.

This Phase III report includes an evaluation and report on nationwide training of trainers, through Regional Workshops; the description of the production of a teacher/counselor training film; a report on graduate programs in adult education available in the region (one PhD, four Master's programs, and 8 institutions offering two or more courses in adult education); and a report on the revision of the Teacher Awareness and Counselor Orientation packages available for use in orientation and as core curriculum in all USOE regions. The training of teachers within Region VI, based on the "training network" approach, involved training a core of teachers and counselors from each of the five states in the region; these became trainers in their own states. The Teacher Awareness and Counselor Orientation packages (printed and audiovisual training materials) were used in this training. The teacher/counselor training film, designed to tie in with these multi-media training packages when used in a workshop setting, is presented in detail (trainer's manual, script, background notes, etc.).

1971

239. PRE-SERVICE TRAINING FOR NEW TEACHERS OF UNDEREDUCATED ADULTS. Zinn, Lorraine. University of Wisconsin-Milwaukee. August 1971.

The purpose of this position paper is to outline eight training sessions designed to prepare new teachers to work with undereducated adults. For each training session, objectives, suggested methods and procedures, evaluation and follow-up, and resource materials and teaching aids are given. The paper also makes recommendations on training format.

240. PRIORITIES AND GROUND RULES FOR THE 1972 FUNDING OF 309(b) SPECIAL DEMONSTRATION PROJECTS. Appalachian Adult Education Center. Morehead (Kentucky) State University. August 1971.

This report to U.S.O.E. by the Appalachian Adult Education Center makes six recommendations for revisions to the guidelines for funding 309(b) projects. In addition, it emphasizes that the primary concerns in ABE should be the abolishing of traditional forms of education and the development of stability and professionalism in the programming of all adult education programs. Based on this, the report concludes with five priorities developed by the Appalachian Adult Education Center.

241. PROJECT COMMUNILINK: PROGRESS REPORT, January 1 - April 30, 1971. Kincaid, James, Director. Colorado State University, Fort Collins. May 1971.

This report describes efforts by Colorado State University (with grant from HEW) to assist rural communities in the satisfaction of their basic adult education needs. Workshops were presented in March and April, 1971, at Colorado State University, for ABE workers from 18 communities in 9 states (with 6 representatives from each community). Evaluation of the workshops by participants and projected follow-up programs in each community are included, since a "multiplier effect" in each state was a basic objective. The 3-day workshop featured "Microville--a Community-wide Adult Programming Simulation Game Experience," followed by discussion. This was designed to provide conferees ideas for further development of communication linkages in their communities. Enthusiastic reaction to the program and detailed ideas for follow-up are presented, but the Microville game itself is not described in the report.

242. PROPOSAL: A PRACTICAL ASSISTANCE CENTER FOR ADULT EDUCATION DEMONSTRATION PROGRAMS THROUGH INTERAGENCY FUNDING AND COOPERATION (FY 1972). Eyster, George. Morehead (Kentucky) State University. December 1971.

This is a detailed proposal of a special experimental demonstration project to be conducted by the Appalachian Adult Education Center (AAEC). Besides improving efficiency and quality of adult education as a result of demonstration projects generated through inter-agency cooperation, this project proposes: to insure continuation and expansion of inter-agency support of Appalachian adult education; to increase adult education knowledge production through applications and coordinated program development of: 1) the Community School concept in rural development; 2) whole family intervention in rural Appalachia in ABE, early childhood and aging; 3) communication between libraries and adult education programs, both urban and rural; 4) multi-media in rural adult radio and cable TV; 5) career education facilities serving all levels of ABE through a four-year university program; and to strengthen professional and paraprofessional training, demonstrating the influence of practical assistance.

243. PROPOSAL: CENTER FOR APPLIED STUDY IN ADULT EDUCATION. O'Donnell, C. Michael P. University of Maine at Portland-Gorham, October 1971.

The primary goal of this proposal is to establish a demonstration and development center so that a systematic approach for serving educationally deficient adults, specifically in the state of Maine, can be realized. The Center for Applied Study in Adult Education proposes to: refine identification of critical needs in adult education; devise curricula; involve university commitment and competence in adult education; formulate content for pre- and in-service education opportunities for teachers of adults; articulate state services for adult education; develop analysis models; and disseminate promising practices in adult andragogy.

244. READINGS IN STAFF DEVELOPMENT. Brown, Edward T. Southern Regional Education Board, Atlanta, Georgia. 1971.

A book of readings, describing state-by-state experimental programs to train ABE teachers and other staff members, over the eight cooperating Southern States (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee) this emphasizes the potential when staff training is undertaken as a concerted, cooperative plan not only among the participating states but between higher education personnel and the state departments of education. The book's first section is devoted to the planning of such programs, particularly in Georgia and Alabama. The second section stresses results, particularly in the states of Mississippi and South Carolina and Tennessee, where cooperation has extended into other areas besides the "basics" of staff training. (NMC #001610)

245. REGIONAL INSTITUTE FOR THE TRAINING OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE TO ADULT PUERTO RICANS (July 5-23, 1971). Tiscornia, Joseph, Project Director. Adult and Continuing Education Resource Centers. Jersey City State College and Glassboro State College, New Jersey, 1971.

Based on the technique of practice teaching, one hundred participants from Region II were enrolled in a teacher training project which emphasized the audio-lingual approach to teaching English as a Second Language. Divided into small teams, the participants had the opportunity to do practice teaching in fourteen federally-funded adult basic education classes. The project model included the production of video tapes which will be used in future training sessions in Region II. In addition, an Institute booklet, containing lesson plans and teacher-prepared materials developed during the institute will be utilized to complement the tapes. The project design also included follow-up workshop sessions and the supervision of participants' post-Institute performance.

246. REPORT: FOURTH REGIONAL SEMINAR - SOUTHEASTERN REGION - ADULT BASIC EDUCATION STAFF DEVELOPMENT PROJECT. Brown, Edward T. Southern Regional Education Board, Atlanta, Georgia. 1971.

This report summarizes proceedings of the fourth and final regional seminar of ABE staffs of the Southeastern Region, a cooperative venture of eight states--Alabama, Florida, Georgia, North Carolina, Kentucky, Mississippi, South Carolina and Tennessee--designed to foster an interchange of ideas and experiences, a sharing of problems and the establishment of regional educational resources available to all participating groups. The seminar was also established to refine training experiences so as to be more precisely geared to the needs of each participating professional group. (NMC #001405)

1971

247. SECOND YEAR REPORT; 1970 - 71. Southeastern Adult Basic Education Staff Development Project. O'Connell, William R., Jr. Southern Regional Education Board. Atlanta, Georgia.

In this eight-state USOE-HEW project, the states were assisted in setting up training programs for teachers of adults through cooperation between the SREB, the state departments of education, colleges and universities, and many local adult education programs. Organization and staff development and training systems are described for each of the states, along with eleven two-week summer institutes conducted in the Southeastern region in 1970. In relation to colleges and universities, project growth in the second year included strengthening of graduate programs, establishment of strong adult education programs at black colleges, and the continuing consultant function of university personnel. The report evaluates progress by states, and outlines proposed third-year activities. Appendices include an over-all evaluation of the project to date, and recommendations.

248. SOUTHEASTERN REGION ADULT BASIC EDUCATION STAFF DEVELOPMENT PROJECT OF THE SOUTHERN REGIONAL EDUCATION BOARD. (Presentation to National Council of State Directors of Adult Education, NAPCAE Convention, Los Angeles). November 1971.

This document outlines the rationale for the development of a training system which has the capability of delivering pre- and in-service training programs to adult basic education teachers in eight states in Southeastern United States. The report describes the key elements in the system, how they interact, and the major results of the effort. Four phases of operation within each state are: 1) identification of training needs by state department of education personnel; 2) both undergraduate and graduate courses established at 22 institutions within the region; 3) a continuing consulting program, whereby university faculty are available for assistance in local areas; and 4) a developing local in-service training program, through the coordination of State Department, University, and local ABE personnel.

249. TEACHER AIDES--THE PREPARATION AND UTILIZATION OF PARA-PROFESSIONALS. Arth, Alfred A. and Wagoner, Jennings L. University of Virginia, Curry Memorial School of Education, Charlottesville. 1971.

This report summarizes a training program for teacher aides combining classroom instruction with actual on-the-job training under the supervision of certified teachers. Emphasis is placed in this report on the importance of the "instructional team" concept and of the value of recruitment of teacher aide trainees from lower socioeconomic backgrounds to identify more closely with the students they will be helping. While emphasis of the training program was on preparation of teacher aides for elementary school classrooms, the program is also adaptable for training programs for ABE classrooms. (RMC #001618)

250. TEACHING READING TO UNDER-ACHIEVING ADULTS: PART ONE--A TEACHER-TRAINING INSTITUTE REPORT. Palmer, Dr. William S. University of Delaware, Newark, Delaware. 1971.

This three-week teacher training institute devoted to development of better instructional techniques for developing reading skills of under-achieving adults introduced the Language-Experience Approach to learning. Reading materials based on experiences closely related to the adults' interests, experiences and goals were shown to be more meaningful and more motivational than "pre-packed" commercial materials. (NMC #001714)

251. THE FIRST SUMMARY REPORT OF ABE ACTIVITIES AND PROGRESS, NORTHERN ILLINOIS UNIVERSITY. Stine, Dr. V. L. Northern Illinois University. DeKalb, Illinois. 1971.

This packet of materials includes list of workshop participants, budget costs, evaluation sheets for each of the workshops, participants comments, etc. (NMC #001330)

252. THE PLANNING OF IN-SERVICE WORKSHOPS: A SEMINAR. Brown, Edward T. Southern (Southeastern) Regional Education Board, Atlanta, Georgia . 1971.

Six model institutes designed to upgrade ABE teaching and counseling techniques are described. Participants in the seminar were asked to set up the format for short workshops and two-week institutes on: 1) counseling, 2) teaching of reading to adults, 3) setting the climate in the ABE classroom, 4) training personnel to counsel, 5) preparing teachers to locate and evaluate ABE classroom materials, 6) setting up a reading program for ABE classes in the state of Tennessee. Eight states are members of this regional group--Alabama, Florida, Georgia, North Carolina, Kentucky, Mississippi, South Carolina and Tennessee. (NMC #001404)

253. THE PROFESSIONAL PREPARATION AND PLACEMENT OF CUBAN REFUGEE TEACHERS. Stolee, Michael J., Donald S. MacTaggert and Gary L. Kesl. University of Miami. Coral Gables, Florida. 1971.

Due to the large number of Cuban refugees coming to the United States during the early 1960's, the demand for bilingual teachers who could communicate effectively with Spanish-speaking people became acute. This is a description of the continuation of a project started in 1963 to help meet this need. The purposes of the program were to help meet demands for bilingual teachers in the Dade County (Florida) School system and to assist displaced Cuban refugee professionals in the resumption of their teaching careers. The present program is designed to provide educational and financial assistance to 120 refugees so they can meet Florida State certification requirements.

254. THE PROFESSIONAL STAFF DEVELOPMENT PLANS OF REGION IV. Brown, Edward T., Project Director. Southern Regional Education Board. Atlanta, Georgia. October 1971.

This publication describes the specific plans of eight states for professional staff development and training in the field of adult basic education, growing out of a series of regional seminars which were part of the cooperative project operated by the Southern Regional Education Board. Educational philosophies, resources, objectives, procedures, and activities on various levels are described in a section on each state. Included are the adult education courses offered at the state universities of several of the states.

255. THINKING ABOUT A GRADUATE PROGRAM IN ADULT EDUCATION, No. 1: ALTERNATIVE PHILOSOPHICAL POSITIONS. Griffin, Virginia R. Department of Adult Education. The Ontario Institute for Studies in Education. Toronto, Ontario. August 1971.

Divergent philosophies of adult education (applicable to education in general) are discussed. The author describes and charts two opposing singularistic philosophies of educational values, and the pluralistic alternative which combines and capitalizes on the differences between the two extremes. While adoption of one singularistic approach may mean more energy to focus on the external problems, rather than the working out of internal differences, the advantages of diversity are also apparent. The author's main point is the necessity of a guiding philosophy in adult education, as opposed to a habitual and unthinking way of operating.

256. THINKING ABOUT A GRADUATE PROGRAM IN ADULT EDUCATION, No. 2: ALTERNATIVE STARTING POINTS FOR ORGANIZING THE PROGRAM INTO COURSES. Griffin, Virginia R. Department of Adult Education. The Ontario Institute for Studies in Education. Toronto, Ontario. September 1971.

In the second paper of this series, the author considers the planning of a graduate program in adult education. Twenty basic "starting points" are thoroughly charted (basic processes, problems in society, research findings, etc.), along with their underlying assumptions and examples of courses that might relate to each. Recommending that no more than two basic starting points be used, chosen according to the educator's basic educational philosophy, the author suggests ways to combine these starting points into a program, taking into account the student, teacher, society, and subject matter, and allowing for the recommended learner autonomy.

1971

257. U. S. REPORT ON ADULT LITERACY WORK AND BASIC EDUCATION FOR THE PERIOD 1969 - 1971. Prepared for UNESCO by United States Office of Education. Department of Health, Education and Welfare. Washington, D. C., April 1971.

A summary of progress made in adult education, and new developments and trends in literacy and adult education. Quantitative aspects of the adult education program are presented (numbers of students, number of teachers trained, etc.), as well as political aspects (need for federal funding), theoretical aspects (new Adult Performance Level, etc.) Institutions cooperating in Adult Education are mentioned, and a variety of instructional materials and methods are described. In a section describing activities of the National Education Association (NEA)--providing training in techniques by means of Job Corps experience, programs for changing teachers' methods and attitudes, etc. Ongoing activities of the NEA in the field are outlined--recruiting adult education teachers for membership, information services, etc.

258. WORKSHOP PROCEEDINGS, HIGHER EDUCATION ADMINISTRATORS' INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION. Caskey, Dr. Charles F. Graduate School of Education, University of Utah. 1971.

This is a report of a three day workshop, part of a Higher Education Administrators' Institute designed to provide leaders, deans and department chairmen in colleges and universities west of the Mississippi with leadership knowledge and skills necessary to organize and conduct programs for teacher-training in adult education. A report on the overall Institute is given in a separate booklet (see abstract #001391). The workshop report includes copies of talks made by guest speakers. (NMC #001392)

259. A COMPARISON OF VALUE SYSTEMS REPORTED BY PROFESSORS OF GENERAL EDUCATION AND BY PROFESSORS OF ADULT EDUCATION. Spear, George E., Jr. University of Missouri - Kansas City. May 1972.

> This study is concerned with establishing the terminal and instrumental value systems held by professors in accredited teacher-training schools and those of self-identified professors of adult education, and with identifying values that are significantly different between the two sample groups. It utilized a mailed survey form, the Value Survey instrument devised by Milton Rokeach. Findings indicate that members of both samples share similar values and rank them similarly. Significant differences were noted in the following values: a sense of accomplishment, helpful and imaginative. The author suggests implications for the selection and training of adult educators.

260. A HANDBOOK FOR TEACHERS OF ADULTS. Lloyd, James H., Editor. Federal City College, Washington, D. C. 1972.

> This handbook was prepared in an "Adult Learner" class at Federal City College with four purposes: 1) to provide teachers of adults with a historical perspective of adult education, 2) to present current trends in education for the educationally disadvantaged adult, 3) to stimulate teachers of adults to "get involved" and 4) to present teaching methods and approaches which make content relevant for the adult learner. Special sections are devoted to teaching the elderly adult and members of adult minorities, to grading systems and to the use of "visuals" and other teaching aids. (NMC #001394)

261. A PROPOSAL FOR THE CONTINUATION OF AN AREA MANPOWER INSTITUTE FOR DEVELOPMENT OF STAFF FOR THE SOUTHEAST UNITED STATES. (For 1972 Calendar year). Southeast AMIDS. Montgomery, Alabama.

> This proposal is a recommendation for the continuation of an Area Manpower Institute to provide developmental assistance and staff development services for the manpower related resource development agencies of the Southeastern Region of the United States. Emphasis in Special Group Services will center around pre-service and in-service staff development programs. Conferences, workshops and seminars will be designed for staff personnel who plan regional strategies, and local planners. The Institute will also focus on a continuous program of internal staff development for personnel of this AMIDS Center, in order that the constituency of this area may be effectively served.

262. A STUDY OF READING METHODS AND MATERIALS USED IN ADULT BASIC EDUCATION. Sherk, John K. and Donald W. Mocker. University of Missouri - Kansas City. March 1972.

The purpose of this study was to determine the most popular methods, materials, and techniques used by adult basic education teachers in teaching reading, and the suitability of materials described. An attempt was made to assess the quality of the instructional material and to determine what types of teacher-made materials are used. The questionnaire used in the study also attempted to determine the beliefs teachers held about the importance of reading, and what books teachers believe every adult should read.

263. AMIDS: AREA MANPOWER INSTITUTE FOR DEVELOPMENT OF STAFF AND DEVELOPMENTAL ASSISTANCE. Division of Manpower Development and Training. U. S. Office of Education (DHEW). Washington, D. C.

This brochure outlines the services provided by the AMIDS program, which operates through seven regional centers in the country. Employing full-time personnel for year-round training, AMIDS uses an interdisciplinary approach to offer a flexible training program to meet the needs of specific groups. Included is a partial list of content areas (100 items) which may be considered in a given program. Georgraphic locations and addresses for the AMIDS centers are provided, as well as a graph depicting numbers of people served since 1968.

264. APPALACHIAN NEEDS AND CURRICULUM MATERIAL, ISSUE I. Qazilbash, Husain, Editor. Appalachian Adult Education Center. Morehead (Kentucky) State University. June 1972.

This publication introduces an inter-disciplinary point of view of curricular materials and analyzes their relevance to the unique range of Appalachian needs. The report summarizes a two-day brainstorming session of competent educators in reading, sociology, adult education, and nutrition who joined with the project staff to explore the relationship between various curricular materials and the Appalachian experience. Included in the report are papers on Appalachian Needs and Curriculum Materials, Curriculum Development in Adult Basic Education, Socio-Cultural Factors in Curriculum Development for Adult Basic Education Programs, A Tentative Educational Plan for Undereducated Adults in the Appalachian Region, and an ABE Nutrition Curriculum.

265. CURRICULUM DESIGN AND ORGANIZATION--A NEW LOOK. Sherk, John K., Jr. (Prepared for Regional Training Seminar on Adult Basic Education in Corrections.) University of Missouri - Kansas City. February 1972.

In this concept paper the author suggests that in order to raise the level of education in correctional institutions from the "survival level" to a level of the student's optimal capabilities, four fundamental needs of the adult of low educational and social status must be met. These needs are: language, basic reading and writing skills, cultural-academic factors, and affect, or emotional solvency. Each component is analyzed in terms of the objectives, teacher's role, and materials, with the goal of the design being reaching the total person.

266. EVALUATION REPORT. TEACHER-TRAINING CONFERENCE: ADULT BASIC EDUCATION (August 1 - 13. 1971). Lucy Ann Geiselman, Project Director. University of Chicago, Illinois. March 1972.

This ABE teacher training conference was based on Self-Directed Learning methodology. Objectives of the conference are set forth, followed by pre-conference activities and recruitment. The conference itself is described in day-by-day detail with evaluations, followed by post-conference activities and evaluations. Staff, attendance, methods used, accomodations, etc., are detailed and analyzed, with emphasis on the feasibility of the Self Directed Learning plan and the post-conference utilization of their learning by the conferees. In most cases, the SDL model proved generally effective. Appendices include the conference roster, catalog and plans, evaluation instruments, and a sample Self Directed Learning project.

267. NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION: ANNUAL REPORT. Hill, Leonard, Chairman. Washington, D. C. March 1972.

In this report the Council lists its major accomplishments for the past year and discusses eight recommendations for action in FY 1973. Among these are: the development of a comprehensive Adult Education Act and a higher budget priority for adult education; a single agency to coordinate all federally-funded adult education services; career-oriented education for adults; reactivation of G. I. educational benefits; development of a national plan for AE in Corrections; expanded use of educational facilities to include adults; establishment of educational programs for the senior citizen; and a Bicentennial Year White House Conference on Adult Education to be established by the President. Also included is data from federally supported adult basic education programs and statistical data about participants in general adult education programs.

1972

268. PROPOSAL: TEACHER TRAINING INSTITUTE FOR ESKIMO AND INDIAN TEACHERS OF ALASKAN NATIVES. George Swift, Director. State Department of Education. Juneau, Alaska. January 24 - February 5, 1972.

The purpose of this proposed institute was to train Eskimo and Indian teachers of Alaskan natives in techniques and procedures of teaching the ABE student. The teachers were to be natives who had little or no previous teacher training, who were located in rural areas, and who would return to and teach in their own villages. Critical to teaching is the use of culturally relevant material. It was proposed that by using natives who are experts of the culture, this kind of material could be developed.

269. TESOL TRAINING PROGRAM DIRECTORY: 1971-1972. Compiled and Edited by Charles H. Blatchford. Teachers of English to Speakers of Other Languages. Georgetown University. Washington, D. C. 1972.

This directory presents up-to-date listings and short descriptions of forty-six (46) teacher training programs in the field of English as a Second Language (ESL). It was compiled to provide those interested in an ESL profession with knowledge of available programs. Information is current as of September, 1971. Each alphabetically listed entry includes: name of institution and department under which the program exists, name of program, degree offered, length of course of study, courses offered, names of full-time staff. Additional information regarding admission requirements, tuition, fees and aid information is provided. Following the alphabetical listings is a chart which graphically depicts what was explained in narrative, and includes further information on foreign language requirements, practice teaching, thesis and comprehensive examinations.

1972

270. U. S. RESPONSE TO UNESCO QUESTIONNAIRE: THIRD INTERNATIONAL CONFERENCE ON ADULT EDUCATION. Prepared by Division of Adult Education Programs. Bureau of Adult, Vocational and Technical Education. U. S. Office of Education (DHEW). Washington, D. C. January 1972.

This report was prepared by a representative group of governmental and non-governmental adult education organizations, as the response of the United States to a UNESCO questionnaire issued previous to the Third International Conference on Adult Education, to be held in Tokyo, Japan, July 27 - August 8, 1972. This response discusses the dominate trends of the last ten years in U. S. Adult Education. The five main categories of discussion are as follows: 1) Relation of Adult Education to Economic, Social and Political Objectives; 2) Adult Education in Relation to the Educational System; 3) Financial Resources; 4) Methodological Aspects; and 5) Personnel for Adult Education. A discussion of training courses provided through different organizational groups gives information on training of full- and part-time personnel. The college or university seems to be the backbone of most of these. A fairly detailed account of two major thrusts in ABE from the Office of Education is given; the Right to Read Program and the development of stronger training resources to increase quality and quantity of trainers. A pilot regional adult education staff development program is described, along with ideas for "recycling" training of elementary and secondary teachers into training in adult education skills.

No dates available

271. A RESOURCE GUIDE FOR TEACHER TRAINING. Matheson, Lois A. The University of The State of New York, Albany, New York.

This guide sets forth instructional procedures for either teacher trainers or teachers in adult basic education reading courses. Word recognition and comprehension methods plus their adjunctive skills are covered under the headings of DIAGNOSIS, INSTRUCTION, REINFORCEMENT and EVALUATION (factors stressed in the reading plan). Included under the heading of DIAGNOSIS are titles of relevant tests/studies. (NMC #001166)

No date available

272. ADMINISTRATIVE PROCESSES IN ADULT EDUCATION: A CRITIQUE OF EXISTING PRINCIPLES AND A METHOD FOR IMPROVING THEIR VALIDITY. Ingham, Roy J. Florida State University, Tallahassee, Florida.

This paper aims to improve the effectiveness of adult education administrators in achieving their goals. The author contends that there does not exist an agreed-upon criterion for evaluation of effectiveness of existing ABE agencies. Part I of the paper contains a description and analysis of the principle of administration in order to determine where gaps exist in the body of knowledge on administration. Part II contains a method of analysing ABE agencies that the author considers useful for the formation of principles about the administration of these agencies. (NMC #001026)

273. ADULT BASIC EDUCATION MANPOWER--QUANTITY AND QUALITY/SUPPLY AND DEMAND. Aker, George F. Florida State University, Tallahassee, Florida.

Among the eight recommendations the author makes are: 1) that under-graduate and graduate training programs in ABE be expanded on the college level; 2) that a national fellowship program be established to further professional careers in ABE; 3) that state directors of ABE be given more autonomy and more responsibility to achieve ABE goals through staff development, training sessions, coordination and other mechanisms; 4) that steps be taken to remove teaching and administration of ABE programs from part-time to full-time status--a point he especially stresses as one way to upgrade training, status and opportunity for the teacher and ultimately to improve the learning process for adults; and 5) that year-to-year funding patterns for ABE be changed by the Federal government to longer-term commitments. (NMC #000924)

274. ADULT BASIC EDUCATION WORKSHOPS. New Mexico Department of Education, Santa, Fe.

Because the teaching of adults is something that is new to all of us, we are constantly striving to find new ideas and methods which would improve the program. This was the primary reason for conducting the Santa Fe and Roswell Adult Basic Education Workshops. It was hoped that by meeting with other adult education teachers and by seeing how each copes with particular problems, there would be new ideas and innovations. Several discussion sessions were held at both workshops. The pamphlet contains highlights of the workshop sessions.

No date available

275. NEW CAREERS FOR THE DISADVANTAGED IN HUMAN SERVICE: REPORT OF A SOCIAL EXPERIMENT. Fishman, Jacob R. and others. Institute for Youth Studies, Howard University. Washington, D. C.

This is a report on the experience of the Institute for Youth Studies, Howard University, in recruiting, selecting, training, and developing job opportunities for youth, primarily Negro, from the inner-city ghetto areas of Washington, D. C. The experiment was based on the idea that disadvantaged youth can be trained for and employed in a number of meaningful jobs, thus accomplishing a two-fold purpose: 1) providing jobs and income to the young, multiproblem, unemployed poor, and 2) filling unmet needs for staff and services in the "helping professions"-health, education, welfare, and recreation. The report is organized in two parts. Part I is an overview of the project, with emphasis on the training and job development models that were used in the program, and includes a post-training assessment of trainee functioning. It concludes with a summary and discussion in perspective of the experience. Part II contains a representative selection of detailed reports on individual training programs conducted by the Institute for Youth Studies during the course of the New Careers project.

276. PROFESSIONAL DEVELOPMENT FOR LEADERSHIP IN ADULT BASIC EDUCATION PROGRAMS. Kreitlow, Burton W. University of Wisconsin, Madison.

Recognizing the lack of academic background and experience of ABE agency leaders, the author proposes an internship program for ABE administrators and supervisory personnel. As part of a graduate degree program, the intern would receive experience in the adult program of a public school, university extension or ABE agency, depending on his area of specialization. The value of participation as well as observation is emphasized. Details of plan as outlined include financing, necessity for internship coordinator, qualifications and guidelines for interns.

No date available

277. PROFESSIONAL MANPOWER: A NEW WAY TO MEET THE NEED. U. S. Cuban Refugee Program. Social and Rehabilitation Service. Department of Health, Education and Welfare. Washington, D. C.

This is a report of a project of the Cuban Refugee Program to aid adult refugees from Cuba, who formerly held professional positions in their own country, to acquire teaching positions in the United States, through retraining. Pilot programs in Iowa, Indiana and Florida are described, to illustrate how the program was established and carried out. On the basis of these successful activities, suggestions are given for wider application of the training model

278. TEACHING READING TO ADULT FUNCTIONAL ILLITERATES IN THE SOUTHWEST - AN OVERVIEW. Tonjes, Marian. University of Mew Mexico Workshop in Reading & Linguistics, Las Cruces.

This paper was done for a course conducted at the University of New Mexico. It delineates the problem of illiteracy and discusses reading and teacher training in ABE. Conclusions are that special training for the demanding role of an ABE teacher is necessary and that more agencies should become involved at the grass roots level of ABE.

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Bibliographic entries are arranged by annual dates, and alphabetically where there is more than one entry per year. Since many of the listings do not identify a personal author, the title of the document, rather than the author's name, is used for alphabetizing.

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